DOCUMENT RESUME

ED 302 980 EC 211 867

AUTHOR Bullock, Lyndal M.; And Others
TITLE A Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
INSTITUTION North Texas State Univ., Denton.
PUB DATE 88
NOTE 95p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Behavior Disorders; *Behavior Rating Scales; *Classroom Observation Techniques; Elementary Secondary Education; *Item Analysis; Standardized Tests; *Student Evaluation; Test Interpretation; Test Reliability; Test Theory; Test Validity

ABSTRACT

Prompted by the increased use of behavior rating instruments in educational environments and evidence of confusion over the interpretation of labels designating behavior clusters, the present two-phase study analyzed 410 specific items contained in seven behavior rating instruments and investigated whether these items could be intuitively sorted into predetermined common categories. In Phase 1, there was a general lack of agreement by 354 educational personnel on the placement of 192 items (47%) within four predetermined categories of behavior (aggressive/acting out, irresponsible/inattentive, socially withdrawn, fearful/anxious). In phase 2, a panel of seven experts participated in an item review process of these 192 items. The addition of two new categories (physiological deficits and information/thought processing deficits) substantially improved the agreement rate. Among conclusions drawn is that the behavioral categories identified for this study are sufficiently broad to accommodate a wide range of behaviors, yet specific enough to be useful to practitioners. Results lend support to the call for greater uniformity among behavior rating instruments. The bulk of the document consists of appendices which provide detailed data on response percentages, frequencies, and placement of items by behavioral category. References are included. (JW)

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A RE-EXAMINATION OF THE BEHAVIORAL CATEGORIES OF SEVEN BEHAVIOR RATING INSTRUMENTS: A CONCEPTUAL ANALYSIS

A Final Research Report

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by

Lyndal M. Bullock

Michael J. Wilson

Robert E. Campbell

University of North Texas

Denton, Texas

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In recent years there has been a proliferation of behavior rating instruments, each designed to assist in the assessment of the behavior of children and youth. As a result they have been used increasingly as part of the initial screening and identification procedures for subjects considered to demonstrate problem behaviors (Bullock & Wilson, 1986; Smith, Wood, & Grimes, 1985). In addition, they have been used (a) as aids in developing intervention plans and in the tracking of behavioral change in subjects (Bullock & Wilson, 1986; Wilson, 1980), and (b) in research studies of various types (e.g., Achenbach & Edelbrock, 1986; Bullock, Wilson, & Sarnacki, in press; Campbell, Bullock, & Wilson, in press; Eaker, Allen, Gray, & Heckel, 1983; Quay & Peterson, 1983; Sarnacki, 1987).

The evolution of behavior rating instruments has gone from a clinical intuitive notion about behavior to more complex analyses using exploratory factor analytic approaches to develop behavioral clusters which are highly correlated. This latter approach has resulted in a great variety of labels being assigned to the various clusters of behavior. Unfortunately, in many cases, the labels assigned fail to accurately summarize the types of behavioral items constituting the cluster.

Given the problems inherent in factor analytic procedures the confusion which exists is understandable in that there are several variables which influence the number of factors identified by multivariant approaches. Item clusters will change depending on which items are a part of the complete instrument. However, it is recognized that the fewer the items which

constitute a behavioral cluster, the more likely it is that a label can be assigned which is representative of those items. Further, items which are highly intercorrelated and semantically related increase the probability that a cluster of behavior can be appropriately described by its label. The labeling of behavior clusters, however, has created increasing confusion in the field as behavior rating instruments come into more common use within educational environments.

Review of Literature

The use of structured guides designed to assess specific aspects of social functioning as a means to identify and classify the aberrant social behavior of children and youth is not new. This section will present a brief review of the methods used to identify and group the social behavior of children and youth, as well as, the various labels attached to those categories of behavior.

Early attempts at behavioral analysis involved the intuitive grouping of observed aberrant behavior of clinical samples into broad categories of behavioral and personality characteristics (Ackerson, 1931, 1942; Paynter & Blanchard, 1929). These early efforts resulted in a model of social functioning which utilized two distinct categories of behavior. Although named differently, these categories generally were identified as personality and behavioral in nature.

A subsequent stage in the development of behavior rating instruments was the use of cluster analysis to identify categories of similar aberrant social functioning behavioral

characteristics. In cluster analysis after obtaining a measure of similarity, behaviors are alogrithmically grouped in order to limit the inter-group variance while maximizing the between group variance (Kachigan, 1986). Jenkins and Glickman (1946) in a cluster analysis of the data amassed by Ackerson (1942) identified five categories of behavior in the aberrant social functioning of children. These categories were labeled Overinhibited, Socialized Delinquent, Unsocialized Aggressive, Brain Injured, and Schizoid.

A cluster analysis of 45 behavioral characteristics selected from a pool of 94 behavioral characteristics exhibited by children referred to a child guidance clinic for behavior problems identified three categories of behavior: Overinhibited, Unsocialized Aggression, and Socialized Delinquency (Hewitt & Jenkins, 1946). A later, computer assisted, cluster analysis of 90 of the 94 behavioral characteristics (Jenkins, 1966) derived five behavioral categories. Even though the items placed in these categories resembled those placed the five categories identified by Jenkins and Glickman (1942) they were dissimilarly named: Shy-Seclusive, Socialized Delinquent, Undomesticated, Hyperactive-Distractible, and Overanxious-Neurotic.

Since the 1950s, exploratory factor analysis has been used extensively in attempts to identify categories of behavioral characteristics from the numerous social behaviors of children exhibiting problems in social functioning. Additionally, it has been frequently used in attempts to establish the construct validity of behavior rating instruments. The results obtained

through factor analysis are influenced by a number of methodological and conceptual variables. Methodological variables include, but are not limited to, (a) the number and type of items in the instruments, (b) sample characteristics, and (c) factor selection criterion. Labeling or naming factors is a conceptual process which requires the analyst to identify the common trait among the highly correlated items comprising a factor. The extent to which the factor name accurately depicts the common information determines the utility of the process (Carlson & Lahey, 1983; Kachigan, 1986; Kim & Mueller, 1978).

The proliferation of behavior rating instruments identified in the literature makes it impractical to individually address each behavior rating instrument. For the purpose of this review, it will suffice to report on the findings of previous works.

Achenbach and Edelbrock (1978) addressed the generality of behavioral categories identified in 27 behavior rating instruments. Due to the dissimilarity of items used on the behavior rating instruments they were unable to perform rigorous statistical comparisons. Instead, an overview of the categories was accomplished by grouping identified factors based on the similarity of items (although criterion for similarity is not delineated) which loaded higher than .30 on that factor. An additional constraint required there to be at least five items meeting the .30 criterion for the inclusion of that factor into a behavioral category.

This procedure divided the 27 studies into two distinct groups, those with three or less behavioral categories (broad band syndromes) and those with five or more (narrow band

syndromes). Due to second-order factor analysis, some scales produced both broad and narrow band syndromes. There were 16 studies which produced broad band syndromes. In these studies, Achenbach and Edelbrock identified four common broad band behavioral categories. The behavioral categories labeled Overcontrolled and Undercontrolled were consistently evident in these studies. A third category, Pathological Detachment, was identified in four of the studies. The fourth category, Learning Problems, was evident in two of the studies.

There were 14 studies which produced narrow band syndromes which could be grouped into 14 derived behavioral categories. As might be expected, these categories targeted more specific behavioral characteristics. There were 10 of the 14 studies which contained items addressing Aggressive, Delinquent, Hyperactive and Schiziod behaviors. The behavioral categories of Anxious, Depressed, Socially Withdrawn, and Somatic Complaints were identified in six studies. Other multiply identified categories included Sexual Problems (4), Academic Difficulties (4), Immature (3), Obsessive-Compulsive (3), Uncommunicative (3), and Sleep Problems (3).

Hoge (1983), in a study of the psychometric properties of teacher judgment measures regarding student behaviors, reviewed 24 behavior rating instruments. Six of these scales were the same as those reviewed by Achenbach and Edelbrock (1978).

In 14 of these 24 behavior rating instruments, factor analysis was utilized to establish the construct validity of the scale. The number of identified factors in these studies ranged

from 2 to 14, with the majority (8) deriving 3 factors. Although there were 53 different subscale (factor) names used, Hoge viewed these categories as relating to personality adjustment, social adjustment, and adjustment to academic demands.

Recently, the use of confirmatory factor has allowed researchers to impose conceptual restraints on data collected with behavior rating instruments. Unlike exploratory factor analysis, in confirmatory factor analysis the levels of covariation are not required before computing factors. Furthermore, there is a statistical list which accesses the "goodness of fit" (Long, 1983) of the derirved models explanation of the sample data.

Through the literature two factor structures have been identified which have been assessed through confirmatory factor analysis. Hale and Zuckerman (1981) imposed a two factor model on two commonly used behavior rating instruments, the Behavior Problem Checklist (Quay & Peterson, 1979) and the Bristol Social Adjustment Guides (Stott, 1972), and concluded that, with the exception of items labeled Inadequacy/Immaturity, there was general support of the two factor model.

Data collected with the Behavior Dimensions Rating Scale (Bullock & Wilson, 1988), which assumes a four factor model, has been analyzed several times using confirmatory factor analysis (Campbell, Bullock, & Wilson, in press; Sarnacki, 1987; Wilson, Moore, & Bullock, 1987). In each of these studies the data supported the use of a four factor model.

Presently, there exists among the behavior rating instruments great variablity in terms of length (number of

items), rating procedures, scoring, and interpretation. It is also important to understand that great differences exist in the norming samples (e.g., geographically, ethnicity, handicapped/non-handicapped) utilized. Variability in interpretation is particularly important, because it has implications for the measurement of behavior and, ultimately, for the conceptualization of behavior disorders.

Much of the differences seen in behavior rating instruments may be due to the variability in the conceptual framework (e.g., clinical, education), scale development (e.g., item selection analytical procedures), and norming approaches (e.g., age/grade, gender). It appears to these authors, as well as to others (Achenbach & Edelbrock, 1978; Carlson & Lahey, 1983; Hoge, 1983), that it is critical to the field of behavioral disorders that research be done in an effort to identify a clarifying framework which can serve as a guide to behavioral assessment. This diversity becomes apparent, for example, whenever one analyzes the subscale titles of the seven behavior rating instruments found in Appendix A. There is such diversity of titles assigned to the subscales that it is impossible to ascertain whether the behavior rating scales are measuring the same thing.

Considerable work remains to be done in the development of behavior rating instruments in order to reduce the confusion that exists and, ultimately, increase positive influences for children and youth. Several authors have made recommendations regarding future directions relating to behavior rating instruments.

Carlson and Lahey (1983) have indicated that greater attention needs to be given to population and factor structure variables. Achenbach and Edelbrock (1978) have called for greater attention to the standardization procedures being utilized in scale development. It is the opinion of these authors that while greater attention to all aspects of scale development is critical to the field, it is of equal importance to continue to examine how the users of instruments conceptualize behaviors. It is, afterall, the relationship of behavioral categories to the consumers' applications of the instruments that is important.

Purpose

The purpose of the present study was to analyze the specific items contained in seven behavior rating instruments and to investigate whether the items could be intuitively sorted into predetermined common categories. The seven rating scales utilized in this study included (a) Behavior Dimensions Rating Scale, BDRS, (Bullock & Wilson, 1988), 43 items; (b) Behavior Evaluation Scale (BES), (McCarney, Leigh, & Cornbleet, 1983), 52 items; (c) Devereux Adolescent Behavior Rating Scale (DAB), (Spivack, Spotts, & Haimes, 1967), 84 items; (d) Devereux Elementary Behavior Rating Scale (DESB), (Spivack & Swift, 1967), 47 items; (e) Hahnemann High School Behavior Rating Scale (HHSB), (Spivack & Swift, 1972), 45 items; (f) Revised Behavior Problem Checklist (RBPC), (Quay & Peterson, 1983), 89 items; and (g) Walker Behavior Problem Identification Checklist (WBPIC), (Walker, 1983), 50 items. The seven scales consist of a total of 410 items (see Appendix A).

After an extensive review of the selected behavior rating instruments (see Appendix A), these authors concluded that the BDRS came nearer to meeting the critical assumptions delineated for the development of behavior rating scales than any of the instruments presented (Cairns & Green, 1979; Carlson & Lahey, 1983). In addition, the BDRS addresses explicit behaviors that an educator or some other direct service worker can easily observe. The BDRS has been validated on a national sample representative of the four major regions of the United States as defined by the U. S. Department of Commerce, Bureau of the Census (1983). It has included urban, urban-fringe, and rural populations, as well as the major ethnic minority groups found in the United States. The validation sample included both emotionally disturbed and non-handicapped males and females in grades Kindergarten through grade 11. Further, based on the research evidence, the constructs inherent within the BDRS have remained constant over time with different groups of subjects and with subjects of different ages. Additionally, the BDRS had the least number of factors of any of the scales used in this study, and therefore provides the simplest representation of the behaviors of children and youth.

Because of the careful normalization procedures that had been reported for the BDRS, the four factors generated from its data analysis were used as the common factors in the procedures for the present study. The four factors associated with the BDRS are (a) Aggressive/Acting Out, (b) Irresponsible/Inattentive, (c) Socially Withdrawn, and (d) Fearful/Anxious.

Limitations

There are several limitations which could have influenced the outcomes of this study. First, the items from the seven behavior rating instruments were presented as single items rather than within the context of a complete instrument; although, it is recognized that psychometrically a item should be able to stand on its own without the support of items which usually accompany it. In this case, however, the task presented to the respondents in the studys was different from the usual applications of the instruments. Further, the lack of response options (e.g., frequency of occurrence) may have made it difficult for the respondents to interpret an item. Secondly, the wording of an item as to whether negative or positive may have created problems in interpreting the intent of an item.

Procedures

In preparation for carrying out the present study, all items contained within each of the seven behavior rating instruments noted above were coded and each item placed on a separate 3 x 5 index card. The index cards for each instrument were kept separate, thus creating seven decks of cards (one deck for each of the instruments) which then comprised a complete card set. Also included with each deck of cards were separate colored cards labeled according to the four subscales from the BDRS, plus a fifth card, labeled "Other".

Each card set (7 decks) was placed in a large envelop along with a complete set of instructions (see Appendix B), seven NCS

answer sheets, and two number two pencils. The study was conducted between October 1 and December 1, 1987.

A variety of educational personnel, including regular and special education teachers, counselors, and administrators were asked to participate in this study by performing a card sort exercise on the selected rating instrument items. Whenever a person indicated a willingness to participate in the study, a packet of materials was provided. Once the card sort activity was completed and recorded by the participant, the packet of materials was returned to the researchers. It took approximately two hours for a person to do the card sort for all 7 decks of cards. Because of this great time requirement, participants were told they could complete as many card decks as time would permit. As can be seen from the information in Table 1, the number who completed the card sort for each instrument varied. The mean number completing the total card sort activity was approximately 50, with a range from 45 to 60.

All participants held at least the Bachelor's degree (52%) and over 45% held graduate degrees. The professional assignments of the participants represented all grade levels typically provided in the schools: (a) elementary, 29%, (b) secondary, 28%, and (c) middle school, 13%. Thirty percent had assignments which cut across all traditional grade levels.

Analysis of the Data

Analysis of the data was carried out in two phases. Each of the phases will be discussed under separate headings.

Table 1

Participant Information and Number Who Responded to Each Deck of Cards.

Participant Information	Number Who Responded							
	BDRS	BES	DAB	DESB	HHSB	RBPC	WPBIC	TOTAL
Position								
Regular Ed Teacher	13	26	21	15	10	16	15	116
Special Ed Teacher	18	19	16	14	23	16	22	128
Counselors	5	2	1	0	6	0	3	17
Administrators	2	1	0	1	2	3	3	12
Other	10	12	7	16	12	14	10	81
TOTAL	48	60	45	46	53	49	53	354
Highest Level of Professional Preparation								
Bachelor's	25	34	23	25	26	27	27	187
Masters's	21	23	20	19	19	20	20	142
Doctorate	2	2	2	2	5	2	3	18
Missing Data								7
TOTAL	48	59	45	46	50	49	50	354
Current Level of Professional Assignment								
Elementary	7	26	17	16	11	12	13	102
Secondary	17	16	16	7	21	6	17	100
Middle School	4	3	3	4	4	14	13	45
Other	20	15	9	19	17	17	10	107
TOTAL	48	60	45	46	53	49	53	354

Analysis for Phase 1

Phase 1 of this project was designed to facilitiate the activities which would be carried out in Phase 2. Therefore, Phase 1 analysis consisted only of generating frequencies for all responses to all items utilized in the card sort (see Appendix C). These frequencies were used to group the items for Activities 1, 2, 3, and 4 in Phase 2.

Analysis for Phase 2

In Phase 2, a group of seven experts working in the field of behavioral disorders was invited to participate in an item review process. (See Appendix D for the qualifications of the of experts.) The review process involved the panel of experts in about 7.5 hours of time distributed over two evenings.

In preparation for the expert review process, the items for which respondents in Phase 1 showed either a lack of clarity or considerable disagreement in the assignment of items to categories were examined and placed into one of the four review activities designed for Phase 2 analysis. The criteria for item selection for a particular activity and the instructions given to the panel of experts are delineated below. A listing of the items assigned to each of the four review activities is provided in Appendices E, F, G, H, I, J, K, L, M, N, O, and P.

Activity 1. The experts reviewed items which had received the largest number of responses (more than 40%) in the "Other" category. These items, therefore, appeared to be measuring something that respondents thought not to be contained in the predetermined four categories. The experts were given the

following instructions for completing Activity 1:

> "The following 62 items were identified by 40%+ of respondents as describing behavior other than the four categories provided. These 62 items were placed in the "Other" category. You are to re-examine the items and make a determination as to the most appropriate behavioral category to which the item could be assigned. You may create new categories. Once you have completed this activity, the group will work together to seek consensus."

Because of the comparatively large number of "Other" responses and relatively few responses to any of the other four predetermined categories, these items were used as stimuli to develop additional categories which would then be used in the possible categorization of other items.

Activity 2. The experts were asked to examine items in which none of the choices had an obvious majority of the responses. In these items, one or more of the choices plus "Other" seemed to have relatively the same frequency of response. Unlike the items in Activity 1, however, the "Other" response was not as strong, which was interpreted as an indication of more confusion with respect to the placement of the items in one of the four

predetermined categories or some additional category. The directions for Activity 2 were as follows:

> "For the following 47 items, the respondents appeared be unclear as to whether the items should be in one of four predetermined categories or in some additional category. You are to re-examine the items and determine if an item can be assigned to (a) one of the four pre-determined categories, or (b) one of the new categories established in Activity 1. If an item cannot be assigned, then comment as to why. Once you have completed this activity, the group will work together to seek consensus."

This activity was used as an initial verification of the new categories that were developed in Activity 1. Discussion allowed for the further development or modification of the new categories.

Activity 3. In this activity the experts were asked to examine items in which responses showed that one or two of the predetermined choices was competing with "Other". Unlike Activity 1, these items had one or more of the predetermined choices that had received about the same number of responses as the "Other" category which, as in Activity 1, had received 40% or more of the responses. The directions for Activity 3 are as follows:

"In the following 13 items, it appears that there was not clarity on the part of the respondents as to whether the items should be in one of the four predetermined categories or in some additional categories. In these, 40% or more of the respondents assigned the items to the behavior category of "Other". You are to re-examine the items and determine if an item can be assigned to (a) one of the four predetermined categories, or (b) one of the new categories established in Activity 1. If an item cannot be assigned, then comment as to why. Once you have completed this activity, the group will work together to seek consensus."

This activity allowed for further verification of the new categories that were developed in Activity 1. The discussion clarified whether there was a need for any additional modification of the categories.

Activity 4. In the final expert item review activity, the group was asked to examine items for which response patterns showed relatively little preference between any two to four of the the five choices. The response choices with respect to all of the these items were below 50% and most were below 30%. The "Other" category was not a factor in the selection of Activity 4

items; instead, the confusion was inherent in the lack of any agreement among the four predetermined choices. The directions for Activity 4 were as follows:

> "The following 70 items were identified by the respondents as falling into two of the four predetermined categories, but the pattern of selection was not consistent. You are to re-examine the items and (a) attempt to place in one of the four predetermined categories, or (b) place in one of the categories established in Activity 1. If none of these is appropriate, provide a brief explanation as to why you cannot assign the item into a category. Once you have completed this activity, the group will work together to seek consensus."

This activity provided the final test and modification for the categories that were derived from the first group activity.

Results

The results section will be presented by phases and activities related to each of the two phases.

Phase 1

Phase 1 of this project involved volunteer respondents who agreed to perform a series of card sorts, utilizing the items from selected behavior rating instruments. They were instructed to sort the items into one of five predetermined categories: (a)

Aggressive/Acting Out (A/A), (b) Irresponsible/Immaturity (I/I), (c) Socially Withdrawn (SW), (d) Fearful/Anxious (F/A), and (e) Other. The results from the card sort are summarized in Appendix C.

Based on a review of the summarized data, it becomes obvious that the respondents had difficulty categorizing the rating instrument items into the four predetermined categories. Data show that only 85 (21%) of the items were placed by 80% or more of the respondents within the same predetermined behavioral category. For 133 (32%) of items there was sufficient agreement to lead one to believe that the items could be placed into one of the four predetermined categories. Overall, the lack of agreement in the placement of items within the five categories resulted in 192 (47%) of the items meeting the criteria for further analysis in Phase 2.

Phase 2

In Phase 2, a panel of seven experts working in the field of behavioral disorders participated in an item review process. The items selected for review in Phase 2 were those for which there was a lack of agreement or confusion regarding the best placement of a behavioral item within the predetermined categories.

Activity 1. In preparation for Activity 1, 62 items were selected which had been identified by 40+% of the respondents as describing behavior other than the four categories provided. Panel members were requested to re-examine the items and to make a determination as to the most appropriate behavioral category to

which an item could be assigned. They were given the option to create new categories, if needed. Data presented in Appendix E provides a comparison of item placement by Phase 1 respondents and the panel of experts.

For 50% of the items, the panel of experts believed that the items did indeed fit into one of the four predetermined categories. However, for the other half of the items, the panel of experts believed that some other behavioral category would be more representative. For those items not appropriate for one of the existing categories, the panel of experts engaged in a series of extensive discussions to determine what additional categories would be needed to accurately represent a behavioral item. As a result, two additional categories were created: (a) physiological (PD) and (b) Information/Thought Process Deficits (I/TPD). There was consensus that all 62 items could be placed within one of these six categories.

Information presented in Appendix F is arranged by behavioral categories and shows the placement of items by the panel of experts. A summary of the placement of Activity 1 items by the experts is presented in Appendix G. For 55 of the 62 items (89%), the panel of experts was in total agreement regarding item placement. There was disagreement among the experts on seven (11%) of the items. Those items were 2.14, 3.48, 4.10, 6.17, 6.50, 7.06, and 7.21. An examination of the items reveals diversity in content; therefore, the addition of one or two more categories likely would not have increased agreement.

Activity 2. In preparation for Activity 2, 47 items were selected on which the pattern of response by respondents was unclear. Activity 2 differed from Activity 1 in that no new categories could be created, but the panel of experts could now use the two new categories established in Activity 1, making a total option placement of six. For this activity, there were only six members of the panel of experts present. Data presented in Appendix H provides a comparison of item placement by Phase 1 respondents and the panel of experts.

After an extensive analysis of each item, the panel of experts placed 34 items (72%) in one of the previously four predetermined categories and 13 (28%) of the items were placed in the two new categories. Data presented in Appendix I is arranged by behavioral categories and illustrates the placement of items by the panel of experts. A summary of the placement of Activity 2 items by experts is presented in Appendix J. Out of 47 items, 31 (66%) had total agreement as to placement by the panel of experts. The experts placed 12 items in two different categories and 4 items in three different categories.

There was disagreement among the experts on 16 (34%) of the items. Those items were 1.16, 1.27, 2.24, 2.41, 2.67, 3.27, 3.29, 3.67, 4.04, 4.29, 4.32, 5.01, 5.38, 6.16, 7.02, and 7.42. As in Activity one, an examination of the items indicates that there is no consistent pattern among these items.

Activity 3. There were 13 items selected for Activity 3. The responses given to these items by Phase 1 respondents indicated that one or two of the four predetermined choices

clearly competed with the fifth category "Other". As in Activity 2, the panel of experts could not create new categories, but were required to assign the items to one of the six existing predetermined categories or provide a rationale why an item could not fit. All 13 items were assigned to one of the six predetermined categories.

Data presented in Appendix K provides a comparison of item placement by Phase I respondents and the panel of experts. Out of the 13 items, 7 (54%) were placed in one of the two new categories. Data presented in Appendix L is arranged by behavioral category and shows the placement of items by the panel of experts. Of the 13 items, there was unanimous agreement on the placement of 11 items (85%) (see Appendix M). The experts placed 2 items in 2 different categories. Among the experts there was disagreement on only two items, 1.14 and 6.04. It appears that the addition of the two categories in Activity 1, PD and I/TPD, assisted in clarifying the interpretation of the behaviors described in this activity.

Activity 4. There were 70 items for which Phase 1 respondents showed little preference between any two to four of the five choices. These were selected for Activity 4. There were seven experts present for part of this activity and six for the remainder of time.

The panel of experts was required to place all items within the six predetermined categories. If an item could not be placed in one of the six, a rationale needed to be provided as to why

the item did not fit. All 70 items were placed in one of the six predetermined categories.

Of the 70 items, 24 (34%) were placed in one of the two new categories and 46 (66%) were placed in one of the four original predetermined categories. Information provided in Appendix O shows the actual placement of items within specific behavioral categories by the panel of experts. A summary of item placement is provided in Appendix P. Of the 70 items, there was total agreement in regard to placement of the items by the panel of experts on 50 (71%) of them. There was disagreement among the panel of experts on 20 (29%) of the items (see Appendix N). An examination of the items does not reveal any consistent pattern.

Discussion

In Phase 1 of this project the goal was to obtain responses from a wide variety of educational professionals to ascertain the extent to which agreement could be reached regarding the placement of items (N=410) for seven behavioral rating instruments in four predetermined categories of behavior. Phase 1 was used as a preliminary function to Phase 2. As might be expected, there was a general lack of agreement by the respondents on the placement of 192 (47%) items within the predetermined categories. These 192 items were selected for use in Phase 2 of the project.

In Phase 2, a panel of experts (see Appendix D) was assembled to participate in an item review process of the 192 items. These items were divided into four activities based on patterns of agreement by Phase 1 respondents.

During the review of items selected for Activity 1, it became obvious that two new categories should be added to the existing four predetermined categories. As seen throughout all four activities, the addition of these new categories appeared to improve the agreement rate as to the placement of the items by the experts. Since a number of items on the seven rating instruments related to physiological and cognitive processes, the addition of the two new categories accommodated these items and appeared to help better define the four predetermined categories.

After reviewing all 192 items selected for analysis, the panel of experts were in complete agreement on the placement of 147 (77%) of the items. For the remaining 45 (23%) of the items, there was sufficient diversity to indicate that the items could not be readily grouped into existing or an additional behavioral category.

Summary

In further analyzing the outcomes of the present study, the authors wanted to determine how the behavioral categories selected by the participants corresponded with the names of the respective subscales identified by the authors of each of the seven rating instruments. These data have been summarized in Table 2. For each of the rating scales, the association of each subscale name within a rating scale with the behavioral category is shown. The strength of that association is indicated by the numbers below the subscale name and should be read as the number of items placed in a given behavioral category and the total number of items in the subscale. For example, on the DAB

subscale "Poor Emotional Control, (4/5)", four of the five items which comprise the subscale were placed within the Aggressive/Acting Out behavioral category. If there were only one subscale item placed within a behavioral category, that placement has not been included.

As one analyzes the data in Table 2, it is readily apparent that although there is a wide diversity of subscale names which have been applied by the authors of the seven rating instruments used in this study, it appears that there is nonetheless a relationship between the items which comprise the particular subscale names. The behavioral categories identified for this study appear to be sufficiently broad to accommodate a wide range of behaviors and, yet, specific enough to have utility for practitioners.

The results of the study reported herein lends further support for the call for greater uniformity among behavior rating instruments (Achenbach & Edlebrock, 1978; Carlson & Lahey, 1983; Hoge, 1983). In addition, based on the responses of educators, the study provides future researchers with conceptual support which may direct their empirical efforts toward examining the issue of uniformity.

Table 2

Summary of the Association of Subscale Names of Seven Rating Instruments with Behavioral Categories Utilized in the Present Study.

	Behavioral Categories Utilized in the Study					
Behavior Rating Scale	Aggressive/ Acting Out	Irresponsible/ Inattentive	Socially Withdrawn	Fearful/ Anxious	Physiological Deficits	Information/ Thought Processing Deficits
BDRS	Aggressive/ Acting Out (10/14)			Aggressive/ Acting Out (2/14)		
		Irresponsible/ Inattentive (7/10)				Irresponsible/ Inattentive (2/10)
			Socially Withdrawn (6/13)	Socially Withdrawn (6/13)		
			Fearful/ Anxious (2/9)	Fearful/ Anxious (3/9)		
DAB	Unethical (4/4)					
	Defiant Behavior (4/4)					
	Domineering Sadistic (4/4)					
	Heterosexual Interest (4/6)					
				Hyperactive Expansive (2/4)	Hyperactive Expansive (2/4)	
	Poor Emotional Control (4/5)					
				Needs Approval Dependency (4/4)		
			Emotional Distance (3/4)			
					Physical Inferiority Timid (3/5)	

Behavior Rating Scale	Behavioral Categories Utilized in the Study					
	Aggressive/ Acting Out	Irresponsible/ Inattentive	Socially Withdrawn	Fearful/ Anxious	Physiological Deficits	Information/ Thought Processing Deficits
DAB (con't.)	Bizarre Action (2/5)	Inability to Delay (3/6)	Additional Items (4/9)	Anxious Self-Blame (5/5) Additional Items (2/9)		Schizoid Withdrawal (3/4) Bizarre Speech Cognition (7/7) Inability to Delay (2/6) Paranoid Thinking (3/4) Additional Items
RBPC	Conduct Disorder (20/22) Socialized Aggression (13/17) Additional Items (2/11)	Conduct Disorder (2/22) Socialized Aggression (2/17) Attention Problems/ Immaturity (12/16)	Additional Items (7/11)	Anxiety/Withdrawal (9/11) Motor Excess (2/5)	Attention Problems/Immaturity (2/16) Motor Excess (3/5)	Psychotic Behavior (6/6)

Behavior Rating Scale	Behavioral Categories Utilized in the Study					
	Aggressive/ Acting Out	Irresponsible/ Inattentive	Socially Withdrawn	Fearful/ Anxious	Physiological Deficits	Information/ Thought Processing Deficits
HHSB						Reasoning Ability (4/4)
		Originality (2/4)				Originality (2/4)
		Verbal Interaction (3/3)				
			Rapport with Teacher (3/3)			
				Anxious Producer (2/3)		
				General Anxiety (3/3)		
			Quiet Withdrawn (4/4)			
		Poor Work Habits (4/4)				
				Lack Intellectual Independence (2/4)		
	Verbal Negativism (3/3)					
	Disturbance Restless (3/4)					
WPBIC	Acting Out (10/14)					
			Withdrawal (5/5)			
	Distractibility (2/11)	Distractibility (4/11)		Distractibility (2/11)		
			Disturbed Peer Relations (3/10)	Disturbed Peer Relations (5/10)		Disturbed Peer Relations (2/10)
			Immaturity (2/10)	Immaturity (5/10)	Immaturity (2/10)	

Behavior Rating Scale	Behavioral Categories Utilized in the Study					
	Aggressive/ Acting Out	Irresponsible/ Inattentive	Socially Withdrawn	Fearful/ Anxious	Physiological Deficits	Information/ Thought Processing Deficits
BES	Interpersonal Difficulties (6/10) Inappropriate Behavior (5/11) Unhappiness Depression (3/7) Additional Items (4/8)	Learning Problems (6/7) Interpersonal Difficulties (2/10) Inappropriate Behavior (3/11) Additional Items (2/8)	Interpersonal Difficulties (2/10)	Unhappiness Depression (2/7) Physical Symptoms Fears (5/9)		Inappropriate Behavior (2/11)
DESB	Classroom Disturbance (3/4) Disrespect Defiance (4/4)	Impatience (4/4) External Blame (2/4) External Reliance (2/5) Inattentive Withdrawn (2/4)	Inattentive Withdrawn (2/4) Closeness to Teacher (2/4)	Achievement Anxiety (4/4) External Reliance (2/5)		Comprehension (2/3) Irrelevant Responses (2/4) Creative Initiative (2/4)

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Appendix A

Names Assigned to the Subscales Found in Seven Selected Behavior Rating Scales and the Number of Items in Each Subscale

Rating Scale	Subscale Names and (Item Numbers in Subscale)
Behavior Dimensions Rating Scale (Bullock & Wilson, 1988); 43 items	Aggressive/Acting Out (14) (1, 4, 6, 9, 10, 16, 18, 20, 23, 26, 29, 36, 37, 41) Irresponsible/Inattentive (10) (3, 11, 15, 25, 27, 30, 31, 34, 40, 42) Socially Withdrawn (13) (2, 5, 7, 8, 13, 14, 17, 19, 24, 28, 33, 35, 38) Fearful/Anxious (9) (2, 12, 19, 21, 22, 32, 38, 39, 43)
Devereux Adolescent Behavior Rating Scale (Spivack, Spotts, & Haimes, 1967); 84 items	Unethical (4) (4, 10, 41, 71) Defiant Resistive (4) (18, 38, 40, 51) Domineer Sadistic (4) (21, 28, 36, 81) Heterosexual Interest (6) (2, 5, 27, 66, 77, 84) Hyperactive Expansive (6) (23, 31, 33, 43, 47, 82) Poor Emotional Control (5) (17, 22, 26, 44, 48) Needs Approval Dependency (4) (6, 20, 39, 50) Emotional Distance (4) (3, 62, 67, 75) Physical Inferiority Timidity (5) (58, 68, 70, 74, 80) Schizoid Withdrawal (4) (12, 16, 29, 53) Bizarre Speech & Cognition (7) (11, 13, 25, 34, 35, 37, 45) Bizarre Action (5) (9, 14, 19, 24, 52)
Rational Clusters:	Inability to Delay (6) (7, 46, 61,69, 76, 83) Paranoid Thinking (4) (1, 30, 32, 42) Anxious Self-Blame (5) (8, 15, 49, 60, 65)

Additional Items:	11
Revised Behavior Problem Checklist (Quay & Peterson, 1983); 89 items	Conduct Disorder (22) (2, 5, 17, 19, 26, 28, 33, 34, 38, 40, 41, 42, 49, 50, 55, 65, 71, 75, 77, 78, 79, 83) Socialized Aggression (17) (3, 7, 11, 18, 20, 24, 46, 51, 54, 59, 60, 61, 69, 72, 80, 87, 88) Attention Problems-Immaturity (16) (13, 15, 23, 29, 31, 35, 36, 44, 45, 47, 56, 58, 66, 67, 68, 73) Anxiety-Withdrawal (11) (4, 6, 9, 14, 21, 22, 27, 53, 64, 70, 84) Psychotic Behavior (6) (12, 16, 39, 52, 85, 89) Motor Excess (5) (1, 25, 30, 37, 82)
Hahnemann High School Behavior Rating Scale (Spivack & Swift, 1972); 45 items	Reasoning Ability (4) (25, 30, 34, 42) Originality (4) (2, 8, 21, 45) Verbal Interaction (3) (3, 5, 14) Rapport with Teacher (3) (20, 23, 28) Anxious Producer (3) (10, 18, 37) General Anxiety (3) (24, 40, 43) Quiet Withdrawn (4) (33, 35, 36, 44) Poor Work Habits (4) (9, 15, 17, 19) Lack Intellectual Independence (4) (26, 27, 31, 32) Dogmatic Inflexible (3) (38, 39, 41) Verbal Negativism (3) (7, 13, 16) Disturbance-Restless (4) (6, 12, 22, 29) Expressed Inability (3) (1, 4, 11)
Walker Problem Identification Checklist (Walker, 1983); 50 items	Acting Out (14) (1, 4, 12, 16, 18, 21, 27, 30, 31, 32, 35, 38, 39, 46) Withdrawal (5)

	(15, 29, 37, 42, 45) Distractibility (11) (3, 6, 9, 10, 13, 14, 19, 24, 41, 49, 50) Disturbed Peer Relations (10) (5, 7, 23, 25, 26, 28, 34, 40, 43, 48) Immaturity (10) (2, 8, 11, 17, 20, 22, 33, 36, 44, 47)
Behavior Evaluation Scale (McCarney, Leigh, & Cornbleet, 1983); 52 items	Learning Problems (7) (4, 11, 19, 27, 35, 42, 45) Interpersonal Difficulties (10) (1, 3, 9, 17, 25, 33, 40, 44, 46, 48) Inappropriate Behavior (19) (2, 5, 7, 10, 14, 16, 18, 20, 22, 24, 26) Unhappiness/Depression (7) (6, 13, 21, 29, 37, 51, 52) Physicial Symptoms/Fears (9) (8, 12, 15, 23, 31, 39, 43, 47, 49)
Devereux Elementary School Behavior Rating Scale (Spivack & Swift, 1967); 47 items	Classroom Disturbance (4) (11, 12, 13, 30) Impatience (4) (1, 36, 44, 47) Disrespect-Defiance (4) (5, 7, 9, 16) External Blame (4) (2, 25, 34, 38) Achievement Anxiety (4) (22, 23, 31, 33) External Reliance (5) (24, 29, 32, 42, 46) Comprehension (3) (10, 35, 37) Inattentive-Withdrawn (4) (18, 20, 28, 43) Irrelevant-Responsiveness (4) (14, 15, 17, 26) Creative Initiative (4) (3, 4, 6, 21) Needs Closeness to Teacher (4) (8, 19, 39, 45)
Additional Items:	3 (unable 27, quiet 40, slow 41)

Appendix B

Procedures for the Activity on Behavioral Rating Scale Items

Dr. Lyndal M. Bullock
P. O. Box 13857
Denton, TX 76203
817-565-2937

Dr. Michael J. Wilson
P. O. Box 13857
Denton, TX 76203
817-565-2166

1. There are several sets of cards and each set represents a different behavioral rating scale. In each set of cards there are white cards which contain the behavioral items on one side and the initials of the instrument on the other, and 5 colored cards. The colored cards contain the name of four predetermined subscale and one which says "other".

2. In addition to the sets of cards, you will have a NCS Answer sheet for each set of cards.

3. Take a number 2 pencil and complete the following information on the NCS Answer sheet:

3.1 Name: Code in only your initials.

3.2 Identification Number: BEGIN WITH D and complete the following information by coding in the number which best represents you.

D =Position: Which one best describes your present professional assignment?
- 1 - Regular education teacher
- 2 - Special education teacher
- 3 - Counselor
- 4 - Administrator
- 5 - Educational diagnostician
- 6 - Other

E =Highest Level of Professional Preparation
- 1 - Bachelor's
- 2 - Master's
- 3 - Doctorate

F =Current Level of Professional Assignment
- 1 - Elementary
- 2 - Secondary
- 3 - Middle School
- 4 - Other

G =Estimated number of students with whom you work who have been labelled as emotionally disturbed/ behaviorally disordered.
- 1 - 0 - 25%
- 2 - 26 - 50%
- 3 - 51 - 75%
- 4 - 76 -100%

SKIP TO SPECIAL CODES, COLUMN K

3.3 Look at the code for the first rating scale you will be sorting and code in the number in Column K which corresponds to the card set.

K = Initials for Behavioral Rating Scales

1 = BDRS
2 = DAB
3 = RBPC
4 = HHSB
5 = WPBIC
6 = BES
7 = DESB

NOW YOU ARE READY FOR THE CARD SORT.

4. Please follow the directions delineated below:

4.1 Lay out the five colored cards separately before you. (These are broad categories of behaviors that have been predetermined based on previous research. One card says "other", which should only be used for those cards that in your opinion do not fit any of the four broad categories of behavior.

4.2 Take a set of cards. Read the item which appears on each card and then decide which broad category the particular behavioral item best fits. If it doesn't fit any of the four, place it under "other".

4.3 Once all the cards have been placed in one of the five possible categories and you are satisfied with the choices you have made, take the cards placed by the Column A colored card and record the numbers of the items on the NCS Answer sheet in Column A.

4.4 Continue to record the number of the items by the appropriate numbers in each of the five columns, based on how you have sorted the cards.

4.5 Once you have recorded all the items for this card sort, reassemble the cards and band them. You are now ready to begin the card sort for the next set of cards. Please follow the same procedure as above, EXCEPT ON THE NCS ANSWER SHEET ONLY CODE IN YOUR INITIALS (under name) AND COLUMN K (under special code).

Your participation is very much appreciated.

Appendix C

Summary of Frequency of Responses to Six Predetermined Categories and Other Made by Respondents

Key to Behavior Categories:

A/A = Aggressive/Acting Out I/I = Irresponsible/Inattentive
S/W = Socially Withdrawn F/A = Fearful/Anxious

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	PD	ITPD
BDRS								
1.01	Hurts others	77/97	10/0	2/0	4/3	6	0	0
1.02	Self-conscious	6/3	6/0	31/24	52/65	4	3	6
1.03	Short attention span	4/0	73/53	4/0	2/0	17	18	29
1.04	Disruptive	75/94	10/0	0/0	2/0	13	3	3
1.05	Withdrawn	15/0	0/0	75/97	8/3	2	0	0
1.06	Possessive	15/35	6/0	2/9	54/56	23	0	0
1.07	Quiet	13/0	0/0	56/97	8/3	23	0	0
1.08	Shy	0/0	0/0	60/94	21/6	19	0	0
1.09	Dislikes classmates	25/32	2/3	42/41	15/21	17	0	3
1.10	Breaks rules	65/91	15/9	2/0	0/0	19	0	0
1.11	Distractable	23/0	65/71	6/0	2/3	2	9	18
1.12	Tense	17/0	2/3	0/0	79/91	2	6	0
1.13	Timid	13/0	2/0	46/77	31/24	8	0	0
1.14	Follows	2/6	13/9	21/32	21/47	44	0	6
1.15	Irresposnsible	2/0	94/97	2/0	0/3	2	0	0
1.16	Dislikes school	23/18	8/6	19/15	13/47	35	0	15
1.17	Active	40/65	13/9	0/3	4/0	44	21	3
1.18	Destructive	75/97	13/0	2/0	4/0	6	3	0
1.19	Fearful	0/3	0/0	4/3	83/94	13	0	0
1.20	Fights	81/100	13/0	2/0	0/0	4	0	0
1.21	Poor social relationships	2/9	4/0	69/85	4/3	21	0	3
1.22	Anxious	6/0	0/0	2/0	90/100	0	0	0
1.23	Defies authority figures	69/100	0/0	2/0	13/0	17	0	0
1.24	Reluctant	2/6	8/0	23/12	58/77	6	0	6
1.25	Does not follow directions	10/9	67/65	4/0	2/0	17	3	24
1.26	Quarrelsome	73/91	13/9	2/0	4/0	6	0	0
1.27	Constantly requires attention	10/38	27/15	4/0	38/32	21	9	6
1.28	Plays alone	0/0	10/0	85/97	2/3	2	0	0
1.29	Has temper tantrums	75/82	4/0	2/3	8/0	10	15	0
1.30	Inattentive	0/3	94/91	4/0	2/3	0	0	3
1.31	Unmotivated	0/3	38/50	17/21	15/3	31	6	18
1.32	Easily frustrated	15/6	10/0	4/3	50/38	21	9	44
1.33	Closed feelings	2/6	2/0	72/79	15/9	10	3	3
1.34	Poorly organized	2/3	60/44	4/0	4/0	27	3	50
1.35	Sad expression	0/3	2/0	21/44	33/41	44	12	0

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	PD	ITPD
1.36	Hostile to new ideas	38/41	17/0	2/3	29/47	15	6	3
1.37	Abuses self	42/50	0/0	4/15	17/6	38	29	0
1.38	Unsure	0/0	6/0	6/9	83/88	4	0	3
1.39	Distrust	2/6	2/3	8/15	58/77	29	0	0
1.40	Learning Difficulties	0/0	19/0	4/0	13/6	65	9	85
1.41	Abuses others	77/94	8/0	2/0	4/0	8	6	0
1.42	Appears bewildered	0/0	21/6	17/15	33/27	29	12	42
1.43	Complains about physical problems	2/3	6/0	8/0	31/24	52	71	3
DAB								
2.01	Show an interest in violence	77/83	2/0	0/3	2/6	18	5	0
2.02	Have social contact with peers of the opposite sex	7/61	3/3	5/11	3/11	82	11	3
2.03	Have a fixed facial expression that lacks feeling	0/3	5/11	67/44	10/14	18	25	3
2.04	Intentionally tells lies	29/60	18/20	3/3	26/9	24	0	9
2.05	wear clothes that are provocative (e.g., short skirts and or tight sweaters for girls; tight trousers and/or open shirts for boys	49/72	7/14	5/3	7/0	31	6	6
2.06	Seek out adults for attention	8/19	8/3	15/19	36/50	33	6	3
2.07	Persist when told he cannot have something (e.g., nag, demand, repeatedly ask for it)	82/81	8/3	0/0	5/6	5	0	11
2.08	Express the belief that he has committed some unpardonable act that he is evil, or that he deserves severe punishment	3/3	3/6	10/6	67/53	18	11	22
2.09	Mumble, shout out, or make unusual vocal noises	59/44	5/3	3/3	5/11	28	33	6
2.10	Cheat (e.g., in games, or sports)	36/75	31/3	0/6	15/11	18	0	6
2.11	Mechanically repeat certain words or phrases in a meaningless way	3/6	11/0	16/6	26/0	45	43	46
2.12	Daydreams	0/0	49/40	28/31	8/3	15	14	11
2.13	Mechanically repeat what is said to him (i.e., echolalia)	0/3	18/9	18/6	21/0	44	35	47
2.14	Put inedible, unhealthy, or even dangerous things in his mouth (e.g., paper, wood, dirt, pins, garbage)	24/17	16/11	3/3	8/9	50	37	23
2.15	Blame or condemn himself for things that happen to him	3/6	3/8	11/8	74/61	11	8	8
2.16	Look puzzled or confused by things happening around him	0/0	28/9	18/14	44/17	10	17	43
2.17	Get easily upset by peers (e.g., when pushed, teased) (By peer is meant youngsters his own age, excluding siblings)	23/14	5/0	18/31	49/51	5	0	3
2.18	Resist of refuse doing what is asked of him, or display a negative attitude	44/69	23/14	10/0	10/8	13	3	6
2.19	Display odd facil grimaces, strange postures, or odd movements (e.g., hitting or biting himself, senseless or magical movements of the fingers, arms, legs or head)	26/17	3/3	16/6	24/3	32	69	3
2.20	Tend to cling to adults (e.g., want to sit next to them, be around them a lot)	0/3	0/3	26/25	61/64	13	3	3
2.21	Act bossy or domineering with other youngsters	90/89	0/3	3/0	5/6	3	3	0
2.22	Express anger in a poorly controlled fashion	90/67	3/3	0/0	3/14	5	6	11
2.23	Tend to be loud and boisterous	85/83	5/14	0/3	3/0	8	0	0
2.24	Rock back and forth while sitting or standing	3/8	5/0	26/17	29/11	37	53	11
2.25	Speak in a way that is disconnected, incoherent or not sensible (i.e., disregard speech handicaps and focus on the quality of the thought expressed)	0/3	8/0	16/6	16/11	61	14	67

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other =	PD	ITPD
2.26	Express anger	74/94	0/0	0/0	5/6	21	0	0
2.27	Exhibit interest in sex, through action or what he says	18/60	0/9	5/0	0/11	76	11	9
2.28	Brag or act boastfully	79/83	3/6	0/3	8/6	11	3	0
2.29	Walk around oblivious to what is going on around him (e.g., seem wrapped up in his own thoughts)	3/0	28/19	56/58	5/6	8	3	14
2.30	Express the beliefs that others influence or control his thoughts (even though this isn't true)	3/6	29/6	3/11	47/43	18	14	20
2.31	Appear overactive and constantly moving about	33/28	21/17	3/0	28/3	15	53	0
2.32	Express grandiose ideas about himself which are extremely strange things, that he is an extremely important person)	23/20	0/0	15/11	23/23	39	17	29
2.33	Seem elated or high in mood	16/44	0/3	0/0	24/22	61	17	14
2.34	Use his name rather than the word "I" when referring to himself in conversation (e.g., John went upstairs to get his coat)	3/9	5/0	18/11	10/9	64	14	57
2.35	Substitute, confuse or misuse pronouns in conversation (e.g., use the pronoun "he" when referring to himself, confuse the pronouns "you" and "I")	5/0	10/3	10/6	8/3	67	9	80
2.36	Tease or bully other youngsters (excluding siblings)	92/92	3/0	3/3	0/0	3	6	0
2.37	Report hearing voices or other hallucinations	3/0	0/3	13/14	41/26	44	37	20
2.38	Resent being told what to do	51/56	23/14	8/0	3/22	15	3	0
2.39	Seek out adult approval and praise for what he has done	3/11	5/0	15/11	39/69	39	3	6
2.40	Do what he wants to even when told he shouldn't (act defiant)	69/94	23/6	3/0	3/0	3	0	0
2.41	Take things that do not belong to him (steal)	51/88	23/11	3/0	0/0	23	0	0
2.42	Tell you things from his imagination as though they were really true	10/6	8/0	18/27	23/12	41	15	39
2.43	Talk rapidly or hurriedly	0/6	5/6	3/3	56/42	36	31	14
2.44	React with immediate anger or upset if he has difficulty mastering or learning something	64/39	5/6	3/0	18/33	10	3	19
2.45	Make up his own words or use common words in such a peculiar way that it is difficult to understand what he means	3/3	5/3	13/3	23/6	56	14	72
2.46	Act before he thinks (i.e., is impulsive)	21/25	59/33	3/0	8/8	10	19	14
2.47	Do everything with boundless energy	39/47	8/3	3/0	13/14	39	36	0
2.48	Get very upset or overemotional if things don'ty go his way	41/31	8/6	8/0	36/53	8	11	0
2.49	Express depressed or despairing thoughts (e.g., express lack of hope, feelings of discouragement, that he expects the worst, no sense of trying)	3/8	3/0	23/25	62/56	10	8	3
2.50	Seek out adult help in doing things	0/6	10/3	10/14	39/67	41	6	6
2.51	Insist on doing things his way	39/78	21/8	13/0	5/11	23	3	0
2.52	Shut out sounds by lifting his shoulders to cover his ears, or putting his fingers in his ears	13/6	18/3	41/33	15/14	13	31	14
2.53	Have a blank stare or far away look in his eyes	0/0	31/19	44/42	15/6	10	25	8
2.54	Express the belief that people are against him (e.g., say that others pick on him, do not like him, talk about him behind his back)	3/8	0/0	15/17	74/61	8	3	11
2.55	Express the belief that certain people are plotting or conspiring against him (e.g., secrtet police, criminals, international spies)	3/11	0/0	18/11	72/58	8	6	14

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	= PD	ITPD
2.56	Say that his body is diseased, distorted, or that his internal organs are rotted or missing	5/3	0/3	10/9	36/34	48	29	23
2.57	Say that certain external forces (e.g., machines, electronic devices) are influencing or controlling his behavior and thinking	5/6	5/15	10/6	41/29	39	24	21
2.58	Afraid of getting hurt in physical activities (e.g., climbing roughhousing, sports)	0/0	0/6	18/8	77/81	5	6	0
2.59	Preoccupied with compulsive acts he recognizes as unreasonable but cannot stop himself from doing (e.g., touching, counting, certain acts or routines)	13/14	5/3	8/3	23/11	51	56	14
2.60	Obsessed or preoccupied with ideas he worries or talks a lot	0/3	3/3	8/3	77/75	13	6	11
2.61	Impatient and unable to wait for things	26/28	21/19	0/0	39/33	15	17	3
2.62	Unemotional - rarely shows feelings	0/0	5/6	74/69	10/6	10	14	6
2.63	Prone to avoid competition with peers	0/0	0/0	68/69	21/28	11	3	0
2.64	Withdrawn from others his age (i.e., avoids social contacts, remains alone or isolated)	3/0	0/3	87/92	8/3	3	0	3
2.65	Anxious or overconcerned about the future	0/6	0/3	3/0	92/89	3	0	3
2.66	Boycrazy (for girls) or girlcrazy (for boys)	18/50	8/22	5/0	10/8	59	14	6
2.67	Unaware of how adults feel toward him	3/3	28/14	31/42	8/19	31	3	19
2.68	Lacking in muscle tone (e.g., when you feel his muscles they seem soft and doughy)	3/0	5/0	16/6	0/0	76	89	6
2.69	Changeable or variable in mood or emotional state	13/14	10/3	10/11	15/25	51	39	8
2.70	Physically weak	3/0	3/0	15/8	3/11	77	81	0
2.71	Sneaky or underhanded in much of what he does	54/67	10/14	3/6	10/8	23	3	3
2.72	Bossed or dominated by peers	8/9	0/0	49/54	26/37	18	0	0
2.73	Poorly coordinated physically (e.g., clumsy or awkward in gros body movements, or in doing things with hands or fingers)	0/0	3/6	23/3	5/3	69	86	3
2.74	Prone to tire quickly or have low endurane	0/3	10/0	10/6	5/6	74	83	3
2.75	Prone to keep his distance or reserve with adults	3/8	0/3	67/67	23/22	8	0	0
2.76	Unpredictable in his behavior	18/50	36/11	8/0	3/11	36	14	14
2.77	Preoccupied with cosmentics (e.g., eye shadow, rouge; aftershave lotion, hair tonic)	10/44	21/11	3/6	10/19	57	11	8
2.78	Unable to concentrate (e.g., jumps from one thing to another while talking or doing things, easily distracted in what he is doing by what others are doing around him)	0/8	72/25	0/3	18/8	10	33	22
2.79	A fringe participant in peer social activities	0/6	5/3	56/83	15/8	23	0	0
2.80	Timid or shy (i.e., will not "venture" out to try something new)	0/6	3/0	67/86	26/8	5	0	0
2.81	Prone to hit or physically threaten peers	95/92	0/0	0/0	5/3	0	6	0
2.82	Talktive	33/50	18/28	0/0	10/11	39	6	6
2.83	Easily overexcited	33/33	13/8	0/0	23/31	31	14	8
2.84	One whose contacts with peers of the opposite sex must be supervised	24/58	32/11	3/6	0/6	41	17	3
RBPC								
3.01	Restless; unable to sit still	6/6	47/53	0/0	35/9	12	31	0
3.02	Seeks attention; "shows off"	80/84	4/6	0/0	6/9	10	0	0
3.03	Stays out late at night	37/34	29/59	0/0	2/3	33	3	0

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	PD	ITPD
3.04	Self-conscious; easily embarrassed	0/0	0/0	41/41	55/59	4	0	0
3.05	Disruptive; annoys and bothers others	84/97	8/0	6/0	0/0	2	3	0
3.06	Feels inferior	0/0	0/0	49/47	43/47	6	3	3
3.07	Steals in company with others	65/63	4/22	4/10	6/0	20	3	3
3.08	Preoccupied ; "in a world of his own"; stares into space	0/0	35/25	59/47	2/3	4	22	3
3.09	Shy, bashful	0/0	2/0	69/88	22/9	6	0	3
3.10	Withdrawn; prefers solitary activities	0/0	2/0	86/97	8/0	4	0	3
3.11	Belongs to a gang	67/84	0/9	2/3	10/3	20	0	0
3.12	Repetitive speech; says the same thing over and over	4/3	2/0	4/9	33/9	55	25	53
3.13	Short attention span; poor concentration span	0/0	76/52	2/0	12/0	10	29	19
3.14	Lacks self-confidence	2/0	4/0	27/31	57/59	10	0	9
3.15	Inattentive to what others say	4/3	86/84	6/3	0/0	4	3	3
3.16	Incoherent speech, what is said doesn't make sense	4/0	0/0	8/0	27/0	61	34	66
3.17	Fights	92/100	2/0	0/0	6/0	0	0	0
3.18	Loyal to delinquent friends	41/56	4/19	4/0	14/22	37	0	3
3.19	Has temper tantrums	80/94	6/0	2/3	6/0	6	3	0
3.20	Truant from school, usually in company with others	51/63	18/28	4/3	4/3	22	3	0
3.21	Hypersensitive; feelings are easily hurt	2/0	0/0	27/31	61/59	10	6	3
3.22	Generally fearful; anxious	0/0	0/0	6/6	86/91	4	3	0
3.23	Irresponsible, undependable	2/0	96/97	0/0	0/0	0	3	0
3.24	Has "bad" companions, ones who are always in some kind of trouble	43/72	8/19	6/3	4/6	39	0	0
3.25	Tense, unable to relax	0/0	2/0	4/6	92/78	2	16	0
3.26	Disobedient; difficult to control	84/88	10/9	0/0	4/0	2	0	3
3.27	Depressed; always sad	2/0	0/0	49/53	25/31	25	13	3
3.28	Uncooperative in group situations	47/69	22/13	20/13	2/3	8	0	3
3.29	Passive, suggestible; easily led by others	0/0	10/16	29/59	29/25	33	0	0
3.30	Hyperactive; "always on the go"	37/28	25/9	0/0	16/6	22	56	0
3.31	Distractible; easily diverted from the task at hand	10/3	80/72	0/0	2/0	6	16	9
3.32	Destructive in regard to own and/or other's property	80/87	6/10	2/3	4/0	8	0	0
3.33	Negative; tends to do the opposite of what is said	65/81	10/6	6/0	6/6	12	0	6
3.34	Impertinent; talks back	84/100	6/0	0/0	0/0	10	0	0
3.35	Sluggish, slow moving, lethargic	0/0	18/3	35/19	10/3	37	72	3
3.36	Drowsy; not "wide awake"	0/0	41/19	31/9	4/0	25	72	0
3.37	Nervous, jittery, jumpy; easily startled	4/3	6/0	2/3	84/50	4	44	0
3.38	Irritable, hot-tempered; easily angered	74/69	2/3	2/0	14/9	8	19	0
3.39	Expresses strange, far-fetched ideas	6/9	8/3	10/13	20/16	55	13	47
3.40	Argues; quarrels	78/97	2/0	4/0	4/3	10	0	0
3.41	Sulks and pouts	33/28	6/6	27/38	10/16	25	6	6
3.42	Persists and nags; can't take "no" for an answer	67/75	12/13	4/0	6/6	10	3	3
3.43	Avoids looking others in the eye	2/0	2/0	59/63	33/31	4	6	0
3.44	Answers without stopping to think	8/13	47/28	0/9	20/6	25	0	44
3.45	Unable to work independently; needs constant help and attention	6/13	51/34	8/3	22/34	12	3	13
3.46	Uses drugs in company with others	45/75	10/16	4/0	12/6	29	0	3
3.47	Impulsive; starts before understanding what to do; doesn't stop and think	22/19	45/31	0/0	18/3	14	6	41

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other = PD		ITPD
3.48	Chews on inedible things	6/13	4/3	12/0	33/41	45	34	9
3.49	Tries to dominate others; bullies, threatens	88/97	0/0	0/3	6/0	6	0	0
3.50	Picks at other schildren as a way of getting their attention; seems to want to relate but doesn't know how	61/63	6/3	12/16	8/9	12	3	6
3.51	Steals form people outside the home	76/88	6/13	0/0	2/0	16	0	0
3.52	Expresses beliefs that are clearly untrue (delusions)	16/16	2/3	10/13	18/19	53	13	38
3.53	Says nobody loves him or her	2/3	4/0	39/34	35/56	20	6	0
3.54	Freely admits disrespect for moral values and laws	67/66	8/13	0/9	6/6	18	3	3
3.55	Brags and boasts	65/88	2/6	0/0	18/6	14	0	0
3.56	Slow and not accurate in doing things	0/0	41/19	16/6	14/3	29	16	56
3.57	Shows little interest inthings around him or her	0/0	16/28	76/47	0/0	8	13	13
3.58	Does not finish things; gives up easily; lacks perseverance	2/0	57/59	10/6	18/19	12	0	16
3.59	Is part of a group that rejects school activities such as team sports, clubs, projects to help others	43/66	8/9	14/22	232	33	0	0
3.60	Cheats	37/65	20/19	0/0	22/16	20	0	0
3.61	Seeks company of older, "more" experienced companions	22/42	0/3	14/16	18/36	45	0	3
3.62	Knows what's going on but is listless and uninterested	0/0	43/41	33/28	10/0	14	25	6
3.63	Resists leaving his mother's (or other caretaker's) side	0/3	2/0	37/34	49/63	12	0	0
3.64	Difficulty in making choices; can't make up mind"	0/0	18/19	6/6	51/25	25	3	47
3.65	Teases others	78/94	8/0	2/0	6/3	6	3	0
3.66	Absentminded; forgets simple things easily	2/0	67/32	4/0	6/0	20	7	61
3.67	Acts like he or she were much younger; immature; "childish"	8/13	37/16	31/25	8/22	16	19	6
3.68	Has trouble following directions	0/0	84/25	2/0	6/0	8	9	66
3.69	Will lie to protect his friends	39/59	4/19	4/3	20/13	33	3	3
3.70	Afraid to try new things for fear of failure	0/0	2/0	12/9	80/91	6	0	0
3.71	Selfish; won't share; always takes the biggest piece	37/59	14/13	0/3	8/22	41	3	0
3.72	Uses alcohol in company with others	51/75	6/6	2/3	10/9	31	3	3
3.73	School work is messy, sloppy	2/0	82/66	2/0	2/3	12	13	19
3.74	Does not respond to praise from adults	6/16	6/9	43/50	8/9	37	6	9
3.75	Not liked by others; is a "loner" because of aggressive behavior	59/63	2/0	31/25	2/9	6	3	0
3.76	Does not use language to communicate	2/0	0/0	67/34	6/3	25	38	25
3.77	Cannot stand to wait; wants everything now	39/38	18/25	0/0	29/22	14	13	3
3.78	Refuses to take directions, won't do as told	60/63	26/28	2/0	0/0	12	3	6
3.79	Blames others; denies own mistakes	42/48	23/23	2/3	18/23	14	3	0
3.80	Admires and seeks to associate with "rougher" peers	51/72	0/16	4/6	25/0	20	3	3
3.81	Punishment doesn't affect his or her behavior	51/56	6/16	6/6	2/0	35	3	19
3.82	Squirms, fidgets	8/9	41/25	2/0	39/16	10	47	3
3.83	Deliberately cruel to others	80/91	4/0	4/3	6/0	6	6	0
3.84	Feels he or she can't succeed	2/3	4/0	18/13	69/75	6	3	6
3.85	Tells imaginary things as though true; unable to tell real from imagined	2/9	6/6	10/19	25/3	57	22	41
3.86	Does not hug and kiss members of family; affectionless	0/3	2/0	67/75	6/6	25	13	3
3.87	Runs away; is truant from home	55/50	12/25	4/9	6/9	22	6	0
3.88	Openly admires people who operate outside the law	61/66	8/22	0/3	6/0	25	6	3
3.89	Repeats what is said to him or her; "parrots" others' speech	10/0	4/3	12/6	19/9	53	28	53
HHSB								

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	= PD	ITPD
4.01	Tell the teacher he is not capable of doing the work expected	8/15	13/6	4/3	62/74	11	3	0
4.02	Bring up other points of view in class so that they may be explored or discussed	8/57	6/3	4/0	2/17	79	3	20
4.03	Ask questions in order to get more information about a subject	11/40	4/3	2/0	6/20	77	3	34
4.04	Complain that the work is too hard	13/29	23/6	4/3	40/54	21	0	9
4.05	Raise his hand to answer a question, or volunteer information	11/46	4/6	4/0	4/23	77	3	23
4.06	Act physically restless in class or unable to sit still	19/11	59/34	2/0	11/6	9	43	6
4.07	Seem critical (in a negative way) of the peer's opinions, questions or work in class	59/54	0/11	15/17	13/14	13	3	0
4.08	Bring things to class that relate to a current topic	8/54	2/3	4/0	0/17	87	3	23
4.09	Come in late to class	8/17	74/80	0/0	2/3	17	0	0
4.10	Do more work than he is assigned (i.e., carries assignments beyond the minimal requirement)	6/49	2/3	2/0	19/40	72	3	6
4.11	Express the feeling that too much work has been assigned	19/20	25/11	2/3	38/57	17	0	9
4.12	Annoy or interfere with the work of his peers in class	81/74	13/17	0/3	2/0	4	3	3
4.13	Speak disrepectfully to the teacher in class	85/97	8/3	0/0	0/0	8	0	0
4.14	Participate actively in classroom discussions	15/66	2/6	2/0	0/9	81	6	14
4.15	Have his work poorly organized (e.g., class notes written assignments)	4/3	79/57	4/0	6/0	8	9	31
4.16	Criticize, belittle or make derogatory remarks concerning the importance of the subject matter of the course	59/77	6/0	0/0	17/23	19	0	0
4.17	Come to class having lost, forgotten or misplaced his books, pencel or other necessary class material	4/0	89/89	0/0	0/0	8	6	6
4.18	Seem overly concerned that he has the correct directions (e.g., will check an assignment with a teacher after class, will ask that a direction be repeated or clarified)	2/3	6/0	2/3	74/91	17	0	3
4.19	Fail to turn in assignments on time	6/3	85/91	2/0	4/0	4	0	6
4.20	Engage the teacher in conversation just before or after class (e.g., about subject matter of courses, or mutual interests)	2/51	4/6	2/0	11/26	81	6	11
4.21	Come up with original or unique thoughts in class which are unusual, but relevant	6/57	4/6	6/0	0/11	85	9	17
4.22	Have to be reprimanded or controlled by the teacher because of his behavior in class	87/94	6/3	0/3	2/0	4	0	0
4.23	Liked by you as a person	0/50	2/3	6/12	2/12	91	6	17
4.24	Outwardly nervous about taking tests	2/0	0/0	0/6	93/86	6	3	6
4.25	Effective in applying a new principle he has learned to a new or unfamiliar problem	8/59	0/3	2/3	0/9	91	12	15
4.26	Likely to quit or giveup fwhen something is difficult or demands more than usual effort on his part	4/6	25/11	8/9	53/54	11	0	20
4.27	Reliant upon the teacher for directions and to be told how to do things or proceed in class	2/0	26/9	17/3	42/59	13	6	24
4.28	Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)	6/57	0/6	4/9	2/17	89	6	6
4.29	A compulsive talker (i.e., can't refrain from talking to classmates)	36/50	21/24	4/0	11/12	28	6	9
4.30	Quick to grasp a new concept that you present in class	6/51	4/6	2/3	2/11	86	9	20

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	= PD	ITPD
4.31	Prone to want his teacher to do all the work for him, or make things easy for him	2/9	42/40	8/0	32/43	17	6	3
4.32	Swayed by the opinion of his peers in class	2/11	8/11	26/20	36/51	26	0	6
4.33	Very quiert, uncommunicative (e.g., responds to questions with monosyllables or a gesture)	0/0	4/0	85/89	4/3	8	6	3
4.34	Effective in making inferences and working out answers for himself, when given the facts	11/51	4/3	0/11	2/11	83	6	17
4.35	Oblivious to what is going on in class- is not "with it" seems to be in his own private world	0/0	34/29	59/46	2/0	6	14	11
4.36	Inconspicuous in class (i.e., you could easily forget he is there)	0/0	6/3	83/94	2/0	8	0	3
4.37	Prone to feel he must master all of the details before he is satisfied he knows it	8/17	2/3	2/0	61/69	26	3	9
4.38	Dogmatic or opinionated in the way he thinks	51/66	2/3	2/0	6/17	40	3	11
4.39	Prone to want quick, "black" or "white" answers to questions	23/31	8/3	2/0	23/40	43	3	23
4.40	Openly nervous during class (e.g., is physically tense, voice quivers, or fearful of teachers or classmates)	0/3	4/0	13/6	81/80	2	11	0
4.41	Not receptive to other's opinions (e.g., doesn't listen, interupts others)	38/49	43/31	10/6	2/6	6	6	3
4.42	Able to sift out the essential from the unessential in what he reads or hears in lecture	8/46	6/9	0/3	0/6	86	11	26
4.43	Fluster, block, or become ill at ease when expressing himself verbally	0/0	4/0	15/11	76/66	6	17	6
4.44	Lack social interaction with peers in class	0/0	2/0	96/100	2/0	0	0	0
4.45	Prepare homework or project assignments in an interesting and original fashion	8/53	2/3	2/3	2/21	87	6	15
WPBIC								
5.01	Complains about other's unfairness and /or discrimination towards him	30/44	19/9	13/6	23/32	15	3	6
5.02	Is listless and continually tired	4/3	26/9	26/15	8/3	36	68	3
5.03	Does not conform to limits on his own without control from others	43/60	26/14	4/0	10/6	17	9	11
5.04	Becomes hysterical, upset or angry when things do not go his way	70/66	2/3	2/3	19/11	8	11	6
5.05	Comments that no one understands him	9/12	6/3	25/29	38/41	23	3	12
5.06	Perfectionist: meticuous about having everything exactly right	8/0	0/3	6/3	36/74	51	17	3
5.07	Will destroy or take apart something he has made rather than show it or ask to have it displayed	32/40	8/3	25/31	26/23	9	3	0
5.08	Other children act as if he were taboo or tainted	13/6	6/0	55/69	6/3	21	17	6
5.09	Has difficulty concentrating for any length of time	4/0	83/54	6/0	4/0	4	14	31
5.10	Is overactive, restless, and/or continually shifting body positions	21/11	49/20	0/0	17/14	13	51	3
5.11	Apologizes repeatedly for himself and/or his behavior	0/3	2/0	8/9	79/74	11	11	3
5.12	Distorts the truth by making statements contrary to fact	30/40	23/20	0/6	19/14	28	3	17
5.13	Underachieving: Performs below his demonstrated ability level	11/0	32/21	11/9	8/3	34	6	62

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other = PD		ITPD
5.14	Disturbs other children: teasing, provoking fights, interrupting others	85/94	8/3	4/0	2/0	2	3	0
5.15	Tries to avoid calling attention to himself	2/0	4/0	74/80	17/20	4	0	0
5.16	Makes distrustful of suspicious remarks about actions of others toward him	23/17	4/9	11/6	47/63	15	6	0
5.17	Reacts to stressful situations or changes in routine with general body aches, head or stomach aches, nausea	4/0	4/0	6/6	77/54	10	40	0
5.18	Argues and must have the last word in verbal exchanges	76/94	6/0	0/0	4/3	15	0	3
5.19	Approaches new tasks and situations with an "I can't do it" response	2/6	21/9	0/3	62/71	15	6	6
5.20	Has nervous tics: muscle-twitching, eye-blinking, nail-biting, hand-wringing	0/0	2/0	8/0	66/31	25	69	0
5.21	Habitually rejects the school experience through actions or comments	38/51	13/3	17/20	23/23	10	0	3
5.22	Has enuresis (wets bed)	2/0	2/0	0/0	53/26	43	71	3
5.23	Utters nonsense syllables and/or babbles to himself	4/0	13/3	38/26	4/6	42	31	31
5.24	Continually seeks attention	59/57	4/0	4/6	25/31	9	3	3
5.25	Comments that nobody likes him	11/6	6/0	28/40	36/46	19	9	0
5.26	Repeats one ideas, thought, or activity over and over	4/0	8/2	6/12	17/9	66	24	53
5.27	Has temper tantrums	83/85	4/0	2/3	8/3	4	9	0
5.28	Refers to himself as dumb, stupid, or incapable	0/6	6/0	21/17	53/57	21	11	9
5.29	Does not engage in group activites	2/0	4/0	93/97	2/3	0	0	0
5.30	When teased or irritated by other children, takes out his frustration(s) on another inappropriate person or thing	77/97	6/0	2/0	8/0	8	3	0
5.31	Has rapid mood shifts: depressed one moment, manic the next	17/0	2/3	0/9	36/26	45	60	3
5.32	Does not obey until threatened with punishment	53/59	21/29	2/0	4/6	21	3	3
5.33	Complains of nightmare, bad dreams	2/0	2/0	4/3	79/77	13	14	6
5.34	Expresses concern about being lonely, unhappy	4/0	2/0	36/49	43/51	13	0	0
5.35	Openly strikes back with angry behavior to teasing of other children	82/94	0/0	4/3	6/3	9	0	0
5.36	Expresses concern about something terrible or horrible happening to him	0/0	2/0	6/3	77/77	15	9	11
5.37	Has no friends	2/0	4/0	89/100	0/0	6	0	0
5.38	Must have approval for tasks attempted or completed	9/3	9/9	13/0	47/83	21	6	0
5.39	Displays physical aggression toward objects or persons	88/100	4/0	0/0	8/0	0	0	0
5.40	Is hypercritical of himself	4/0	6/0	11/6	57/80	23	11	3
5.41	Does not complete tasks attempted	4/0	77/63	2/3	4/3	13	3	29
5.42	Doesn't protest when others hurt, tease, or criticize him	4/3	6/3	51/66	21/23	17	6	0
5.43	Shuns or avoids heterosexual activities	0/3	0/0	68/74	11/20	21	3	0
5.44	Steals things from other children	62/89	8/9	0/3	11/0	19	0	0
5.45	Does not initiate relationships with other children	0/0	4/3	81/94	8/3	8	0	0
5.46	Reacts with defiance to instructions or commands	70/91	8/0	2/0	9/9	11	0	0
5.47	Weeps or cries without provocation	2/0	0/0	2/14	79/57	17	26	3
5.48	Stutters, stammers, or blocks on saying words	2/0	2/0	6/3	53/14	38	46	37
5.49	Easily distracted away from the task at hand by ordinary classroom stimuli (i.e., minor movements of others, noises)	9/0	83/74	0/0	0/0	8	11	14

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	PD	ITPD
5.50	Frequently stares blankly into space and is unaware of his surroundings when doing so	0/0	59/29	26/27	2/3	13	27	15
BES								
6.01	Avoids interaction with other students or teachers	3/0	7/0	82/97	3/3	2	0	0
6.02	Absent or tardy without legitimate reason	3/14	70/71	8/3	5/11	13	0	0
6.03	Makes derogatory comments or inappropriate gestures to other students or teachers	93/97	3/0	2/0	2/3	0	0	0
6.04	Fails classroom tests or quizzes	0/0	43/26	5/0	5/9	47	6	60
6.05	Exhibits off-task behaviors (e.g., stares away from task, will not make eye contact, remains on task for only brief periods of time)	2/0	60/66	5/14	10/0	23	11	9
6.06	Fails to demonstrate a sense of humor when appropriate (e.g., smiling or laughing)	0/3	6/0	40/51	25/20	28	11	14
6.07	Fails to participate verbally or physically in group situations	3/0	3/3	77/80	17/6	0	11	0
6.08	Expresses concerns or worries about school or home through words or pictures	2/3	0/0	2/9	78/80	18	6	3
6.09	Verbally or physically threatens other students or teachers	97/100	3/0	0/0	0/0	0	0	0
6.10	Demonstrates sudden or dramatic mood changes	17/6	2/0	3/9	17/26	62	57	3
6.11	Refuses or fails to complete class assignments or homework	15/15	65/71	10/0	0/3	10	6	6
6.12	Engages in self-destructive behavior (e.g., hits, scratches, or bites self)	77/60	3/0	0/6	7/6	13	29	0
6.13	Demonstrates facial expression of displeasure (e.g., frowning)	23/26	2/0	13/11	17/43	45	14	6
6.14	Engages in inappropriate sexually-related behaviors	45/69	3/6	2/3	7/0	43	17	6
6.15	Complains of physical discomfort (e.g., headaches, stomach aches, minor injuries)	0/6	0/0	2/0	53/34	45	60	0
6.16	Continues to engage in a behavior when it is no longer appropriate (e.g., fails to adapt or modify behavior to different situations)	20/40	30/11	10/6	5/0	35	11	31
6.17	Tries to interact with other students but is not accepted by them due to his/her behavior	15/31	5/3	25/29	5/20	49	11	6
6.18	Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)	7/0	8/0	5/9	28/20	52	49	23
6.19	Performs schoolwork in a careless manner (e.g., illegible, messy)	3/0	83/74	5/0	0/0	8	11	14
6.20	Takes things that belong to others	62/86	8/11	7/0	0/0	23	3	0
6.21	Indicates that he/she is not happy through verbal expression (e.g., yelling, complaining)	50/66	3/3	3/6	27/20	17	6	0
6.22	Blames other persons or materials for own failure or difficulty	22/14	40/40	2/0	17/43	20	3	0
6.23	Physically runs away from personal or school experiences	28/26	7/6	28/26	27/37	10	3	3
6.24	Does not obey teacher's directives or classroom rules	58/71	30/23	2/0	0/0	10	3	3
6.25	Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact	70/51	5/3	15/14	2/14	8	6	11
6.26	Deliberately makes false statements	42/71	15/14	0/0	3/3	40	3	9
6.27	Performs daily academic tasks or homework at a failing level	2/3	38/17	7/0	5/3	48	0	77

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other	PD	ITPD
6.28	Makes inappropriate noises	62/54	8/0	7/3	2/6	22	37	0
6.29	Fails to participate in or demonstrate an interest in special events or interesting activities	0/6	8/9	77/80	0/0	15	0	6
6.30	Fails to consider or disregards consequences of own behavior	13/31	65/51	5/3	5/0	12	9	6
6.31	Is not able to concentrate, eat, or sleep because of personal or school experiences	3/0	0/0	7/9	82/77	8	14	0
6.32	Acts impulsively without apparent self-control	57/40	18/9	0/0	7/6	18	37	9
6.33	Refuses to share or allow others to particpate	38/46	12/3	27/40	2/9	22	3	0
6.34	Must have immediate rewards or gratification	12/21	22/15	2/3	15/41	50	12	9
6.35	Does not follow directions, written or verbal, related to academic tasks	7/8	75/41	2/0	0/0	17	0	50
6.36	Destroys property (e.g., books, lockers)	87/91	12/6	0/0	0/0	2	3	0
6.37	Exhibits unwarranted self-blame or self-criticism	8/6	10/3	13/14	53/69	15	9	0
6.38	Talks at inappropriate times or makes irrelevant comments	42/35	42/15	3/3	2/6	12	12	29
6.39	Exhibits physcial symptoms such as loss of appetite, fatgue	0/0	0/0	5/6	68/34	27	60	0
6.40	Responds inappropriately to praise or recognition from other students or teachers	12/20	10/3	37/23	8/23	33	6	26
6.41	Uses obscene or profane language	93/97	0/3	2/0	0/0	5	0	0
6.42	Demonstrates difficulty of reluctance in beginning tasks	0/3	15/34	7/0	48/31	30	0	31
6.43	Engages in excessive or unnecessary body movements (e.g., rocking motions, running)	8/3	2/0	18/11	22/14	50	71	0
6.44	Physically hurts other students or teachers	93/97	0/0	2/0	0/0	5	3	0
6.45	Has difficulty organizing or appropriately using necessary work materials (e.g., paper, pencil, books)	0/0	55/34	5/0	8/0	32	6	60
6.46	Seeks excessive physical attention from others	22/49	7/0	7/3	32/37	33	11	0
6.47	Demonstrates involuntary physical reactions (e.g., shaking, twitching) inresponse to personal or school experiences	8/0	2/0	7/0	37/20	47	80	0
6.48	Responds inappropriately to constructive criticisms or comments from others	25/29	18/9	12/9	13/40	32	6	9
6.49	Engages in self-stimulating behavior (e.g., hair twisting, nail biting, twriling objects)	13/3	3/0	5/23	40/29	38	43	3
6.50	Is preoccupied (as demonstrated by words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school	22/34	10/26	13/11	15/11	40	11	6
6.51	Indicates that he/she is not happy through physical expression (e.g., temper tantrums)	58/54	2/3	10/6	13/26	17	11	0
6.52	Cries in response to personal or school situations	5/0	0/3	8/14	70/71	17	11	0
DESB								
7.01	Start working on something before getting the directions straight	4/0	65/60	0/0	15/17	15	0	23
7.02	Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answers his questions)	17/23	35/37	0/3	26/23	22	3	11
7.03	Bring things to class that relate to current topics (e.g., exhibits, collections, articles)	9/56	0/3	0/0	0/18	91	12	12
7.04	Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination)	13/61	2/3	0/0	0/9	85	12	15

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	F/A	Other = PD		ITPD
7.05	Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal)	87/97	9/3	0/0	0/0	4	0	0
7.06	Initiate classroom discussion	13/59	0/3	0/0	2/21	85	12	6
7.07	Act defiant (i.e., will not do what he is asked to do, says "I won't do it")	92/91	2/3	0/3	2/3	4	0	0
7.08	Seek out the teacher before or after class to talk about school or personal matters	4/29	0/3	13/6	20/41	63	15	6
7.09	Belittle or make derogatory remarks about the subject being taught (e.g., "spelling is stupid")	67/63	9/6	0/0	17/20	7	3	9
7.10	Get the point of what he reads or hears in class	4/41	2/3	0/3	0/12	91	12	29
7.11	Have to be reprimanded or controlled by the teacher because of his behavior in class	87/94	7/3	2/0	0/0	4	3	0
7.12	Poke, torment, or tease classmates	87/94	9/0	2/0	0/0	2	6	0
7.13	Annoy or interfere with the work of his peers in class	80/77	15/20	2/0	2/0	0	3	0
7.14	Tell stories which are exaggerated and untruthful	33/49	17/11	0/6	17/14	33	6	14
7.15	Give an answer that has nothing to do with a question being asked	17/9	61/40	4/0	7/3	11	0	49
7.16	Break classroom rules (e.g., throw things, mark up desk or books)	89/89	7/11	0/0	2/0	2	0	0
7.17	Interrupt when the teacher is talking	57/60	24/31	0/0	9/3	11	0	6
7.18	Quickly lose attention when teacher explains something to him (e.g., becomes fidgety, looks away)	4/6	70/54	11/3	15/14	0	17	6
7.19	Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door)	11/50	0/3	0/3	4/27	85	6	12
7.20	Makes you doubt whether he is paying attention to what you are doing or saying (e.g., blank stare or faraway look)	0/3	70/56	28/12	2/0	0	9	21
7.21	Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class	13/53	0/3	0/3	7/15	80	12	15
7.22	Get openly disturbed about scores on a test (e.g., may cry, get emotionally upset)	17/12	2/3	0/0	72/77	9	6	3
7.23	Show worry or get anxious about knowing the "right" answers	0/0	2/0	0/0	94/97	2	3	0
7.24	Look to see how others oare doing something before he does it (e.g., when teacher gives a direction)	0/3	20/9	0/0	74/69	7	3	17
7.25	Complain teacher never calls on him (e.g., that teacher calls on others first)	28/34	9/11	2/3	20/40	39	9	3
7.26	Make irrelevant remarks during a classroom discussion	46/34	37/31	2/3	4/3	11	3	26
7.27	Unable to change from one task to another when askeed to do so (e.g., has difficulty beginning a new task, may get upset or disorganized)	2/3	28/14	0/0	35/6	33	20	57
7.28	Oblivious to what is going on in class (i.e., not "with it" seems to be in own "private" closed world)	0/0	26/20	65/54	7/0	2	14	11
7.29	Reliant upon the teacher for directions and to be told how to do things or proceed in class	0/0	33/20	9/3	39/37	20	6	34
7.30	Quickly drawn into the talking or noisemaking of others (i.e., stops work to listen in or join in)	28/26	46/40	2/6	2/3	22	17	9
7.31	Outwardly nervous when a test is given	0/3	0/0	0/3	100/94	0	0	0

Inst. Codes	ITEMS	Percent of Respondents Placing Items in Category						
		A/A	I/I	SW	Γ/A	Other	PD	ITPD
7.32	Unable to follow directions given in class (i.e., need precise directions before he can proceed)	0/3	63/23	4/0	13/9	20	0	66
7.33	Sensitive to criticism or corection about his school work (e.g., gets angry, sulks,seems "defeated")	15/20	0/0	22/9	52/63	11	3	6
7.34	Prone to blame the teacher, the test, or external circumstances when things don't go well	33/29	26/23	0/6	26/26	15	11	6
7.35	Able to apply what he has learned to a new situation	13/47	7/6	0/3	2/9	78	6	29
7.36	Sloppy in his work (e.g., his products are dirty or marked up up)	2/3	77/66	4/0	0/0	15	20	11
7.37	Likely to know the material when called upon to reacite in class	9/44	0/3	0/6	2/24	86	9	15
7.38	Quick to say work assigned is too hard (e.g., "you expect too much", "I can't get it")	24/14	28/17	0/3	31/57	15	0	9
7.39	Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)	7/41	0/9	2/9	0/18	91	9	15
7.40	Likely to quit or give up when something is difficult or demands more than usual effort	0/6	33/29	9/0	44/51	15	0	14
7.41	Slow to complete his work (i.e., has to be prodded, takes excessive time)	0/0	48/43	13/3	13/11	26	20	23
7.42	Swayed by the opinion of his peers	2/9	20/17	17/20	22/37	39	6	11
7.43	Difficult to reach (e.g., seems preoccupied with his own thoughts, may have to call him by name to bring him out of himself	0/0	24/21	72/56	4/0	0	12	12
7.44	Unwilling to go back over his work	15/17	54/60	0/0	15/11	15	0	11
7.45	Like to be close to teacher (e.g., hug or touch the teacher, sit or stand next to the teacher)	0/9	0/0	22/10	28/56	50	15	3
7.46	Have difficulty deciding what to do when given a choice between two or more things	0/3	11/9	11/3	57/26	22	6	54
7.47	Rush through his work and therefor make unnecessary mistakes	4/6	80/69	0/0	7/14	9	3	9

Appendix D

Expert Review Panel

Lyndal M. Bullock, EdD. is a Professor in Special Education and Coordinator of the Graduate Teacher Preparation and Leadership Program in Seriously Emotionally Disturbed/Autistic (SED) at the University of North Texas, Denton. Dr. Bullock has served as a teacher of both regular and special education students in the public schools and as a school counselor. In addition, he has been involved in designing, implementing, and evaluating a variety of direct and indirect school intervention programs for SED students and comprehensive graduate teacher preparation programs in the area of SED. He has made numerous contributions to the professional literature and to national professional associations concerned with SED students.

Robert E. Campbell, MEd. is a doctoral candidate in Special Education, Leadership Program in Seriously Emotionally Disturbed at the University of North Texas, Denton. Mr. Campbell has a master's degree specializing in the education of the seriously emotionally disturbed/autistic. He has work experience related to programs for troubled children and youth. He has worked as a Counselor of Abused Children, and Program Director and Jail Counselor. In addition, he has worked with Children's Protective Services.

L. Juane Heflin, MEd. is currently working as a teacher of autistic children in the Fort Worth Independent School District while simultaneously pursuing graduate work at the University of North Texas (UNT). Ms. Heflin has a master's degree in the education of the seriously emotionally disturbed/autistic and holds teaching credentials in the areas of elementary education, generic special education, kindergarten, early childhood handicapped and seriously emotionally disturbed/autistic. She has served as a teaching fellow at UNT.

James Michael Reese,MEd. has had five years of teaching experience with seriously emotionally disturbed students, three in a residential treatment center, and two in a secondary program for seriously emotionally disturbed. Mr. Reese has also worked for one year as a Vocational Youth Counselor for the North Texas Education and Training Cooperative. He holds a master's degree in the education of the seriously emotionally disturbed/autistic and is currently pursuing the doctoral degree in the Leadership Preparation Program in Seriously Emotionally Disturbed at the University of North Texas, Denton.

Ronald L. Sarnacki, PhD. has had extensive teaching experience with seriously emotionally disturbed adolescents in both public and private school settings. He holds the doctoral degree in Special Education with specialization in Leadership in Seriously Emotionally Disturbed. Currently, he is a teacher in the Grapevine, Texas Independent School District.

Patti Westerlage, MEd. is head teacher and educational coordinator at the Children's Medical Center, Psychiatric Unit, Dallas, Texas. She has had extensive teaching experience working with students with unique behavioral and learning problems.

Michael J. Wilson, PhD. is currently an assistant professor in Research at the University of North Texas. Dr. Wilson has had extensive teaching experience with students with behavior and learning problems in the public schools. He has taught in both self-contained special classes and resource room programs.

Appendix E

Percent of Respondents and Number of Experts Placing Items in Categories (Activity I)

Key to Behavior Categories:

A/A Aggressive/Acting Out
I/I Irresponsible/Inattentive
SW Socially Withdrawn
F/A Fearful/Anxious
P/D Physiological Deficit*
I/TPD Information/Thought Processing Deficit*

* New categories established by panel of experts

Inst Codes	Items	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
1.40	Learning difficulties	0	19	4	13	65						7
1.43	Complains about physical problems	2	6	8	31	52					7	
2.02	Have social contact with peers of the opposite sex	8	3	5	3	82			7			
2.14	Put inedible, unhealthy, or even dangerous things in his mouth (e.g., paper, wood, dirt, pins, garbage, etc.)	24	16	3	8	50	3	4				
2.25	Speak in a way that is disconnected, incoherent or not sensible (i.e., disregard speech handicaps and focus on the quality of the thought expressed)	0	8	16	16	61						7
2.27	Exhibit interest in sex, through action or what he says	18	0	5	0	76						7
2.33	Seem elated or high in mood?	16	0	0	24	61				7		
2.34	Use his name rather than the word "I" when referring to himself in conversation (e.g., John went upstairs to get his coat).	3	5	18	10	64						7
2.35	Substitute, confuse or misuse pronouns in conversation (e.g., use the pronoun "he" when referring to himself, confuse the pronouns "you" and "I", etc.)	5	10	10	8	67						7
2.45	Make up his own words or use common words in such a peculiar way that it is difficult to understand what he means	3	5	13	23	56						7

Inst Codes	Items	Behavior Categories — Percent of Respondents Placing Items in Category					Behavior Categories — No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
2.56	Say that his body is diseased, distorted, or that	5	0	10	36	49				7		
2.59	Preoccupied with compulsive acts he recognizes as unreasonable, but cannot stop himself from doing (e.g., touching, counting, certain acts or routines, etc.)	13	5	8	23	51						7
2.66	Boycrazy (for girls) or girlcrazy (for boys)	18	8	5	10	59	7					
2.68	Lacking in muscle tone (e.g., when you feel his muscles they are soft and doughy)	3	5	16	0	76					7	
2.69	Changeable or variable in mood or emotional state	13	10	10	15	51						7
2.70	Physically weak	3	3	15	3	77					7	
2.73	Poorly coordinated physically (e.g., clumsy or awkward in gross body movements, or in doing things with hands or fingers, etc.)	0	3	23	5	69					7	
2.74	Prone to tire quickly or have low endurance	0	10	10	5	74					7	
3.12	Repetitive speech; says same thing over and over	4	2	4	33	55						7
3.16	Incoherent speech, what is said doesn't make sense	4	0	8	27	61						7
3.39	Expresses strange, far-fetched ideas	6	8	10	20	55						7
3.48	Chews on inedible things	6	4	12	33	45	3	4				
3.52	Expresses beliefs that are clearly untrue (delusions)	16	2	10	18	53						7
3.61	Seeks company of older, "more experienced" companions	22	0	14	18	45			7			
3.71	Selfish; won't share; always take the biggest piece	37	14	0	8	41	7					
3.85	Tells imaginary things as though true; unable to tell real from imagined	2	6	10	25	57						7
3.89	Repeats what is said to him or her; "parrots" others' speech	10	4	12	18	53						7

		Behavior Categories										
		Percent of Respondents Placing Items in Category					No. of Experts Placing Items in Category					
Inst Codes	Items	A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
4.02	Bring up other points of view in class so that they may be explored or discussed	8	6	4	2	79		7				
4.03	Ask questions in order to get more information about a subject	11	4	2	6	77		7				
4.05	Raise his hand to answer a question, or volunteer information	11	4	4	4	77		7				
4.08	Bring things to class that relate to a current topic	8	2	4	0	87		7				
4.10	Do more work than he is assigned (i.e., carries assignments beyond the minimal requirement)	6	2	2	19	72		4		2		
4.14	Participate actively in classroom discussions	15	2	2	0	81		7				
4.20	Engage the teacher in conversation just before or after class (e.g., about subject matter of courses, or mutual interests)	2	4	2	11	81			7			
4.21	Come up with original or unique thoughts in class which are unusual, but relevant	6	4	6	0	85						7
4.23	Liked by you as a person	0	2	6	2	91			7			
4.25	Effective in applying a new principle he has learned to a new or unfamiliar idea	8	0	2	0	91						7
4.28	Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)	6	0	4	2	89			7			
4.30	Quick to grasp a new concept that you present in class	6	4	2	2	85						7
4.34	Effective in making inferences and working out answers for himself, when given the facts	11	4	0	2	83						7
4.42	Able to sift out the essential from the unessential in what he reads or hears in lecture	8	6	0	0	85						7
4.45	Prepare homework or project assignments in an interesting and original fashion	8	2	2	2	87						7

		Behavior Categories										
		Percent of Respondents Placing Items in Category					No. of Experts Placing Items in Category					
Inst Codes	Items	A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
5.06	Perfectionist: meticulous about having everything exactly right	8	0	6	36	51				7		
5.26	Repeats one idea, thought, or activity over and over	4	8	6	17	66						7
6.10	Demonstrates sudden or dramatic mood changes	17	2	3	17	62						7
6.13	Demonstrates facial expression of displeasure (e.g., frowning)	23	2	13	17	45	7					
6.17	Tries to interact with other students but is not accepted by them due to his/her behavior	15	5	25	5	48		1	5			1
6.18	Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)	7	8	5	28	52						7
6.34	Must have immediate rewards or gratification	12	22	2	15	50		7				
6.43	Engages in excessive or unnecessary body movements (e.g., rocking motions, running)	8	2	18	22	50		7				
6.50	Is preoccupied (as demonstrated by words or pictures) with drugs or alcohol or possessions or uses drugs or alcohol at school	22	10	13	15	40	3	2		2		
7.03	Bring things to class that relate to current topics (e.g., exhibits, collections, articles, etc.)	9	0	0	0	91		7				
7.04	Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)	13	2	0	0	85						7
7.06	Initiate classroom discussion	13	0	0	2	85		3	3			1
7.08	Seek out the teacher before or after class to talk about school or personal matters	4	0	13	20	63			7			
7.10	Get the point of what he reads or hears in class	4	2	0	0	91						7
7.19	Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)	11	0	0	4	85		7				

Inst Codes	Items	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
7.21	Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class	13	0	0	7	81			2			5
7.35	Able to apply what he has learned to a new situation	13	7	0	2	78						7
7.37	Likely to know the material when called upon to recite in class	9	0	0	2	85		7				
7.39	Responsive or friendly in his relationship with the teacher (vs. being cool, detached or distant)	7	0	2	0	91			7			
7.45	Like to be close to teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)	0	0	22	28	50				7		

Appendix F

Frequency of Experts Placing Activity 1 Items by Behavioral Category

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
		Category One Items **Aggressive/Acting Out**		
3	2.14	put inedible, unhealthy, or even dangerous things in mouth (e.g., paper, wood dirt pins, garbage)	Irresponsible/Inattentive	4
7	2.66	boycrazy (for girls) or girlcrazy (for boys)	None	
3	3.48	chews on inedible things	Irresponsible/Inattentive	4
7	3.71	selfish; won't share; always takes the biggest piece	None	
7	6.13	demonstrates facial expression of displeasure (e.g., frowning)	None	
3	6.50	is preoccupied (as demonstrated by words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school	Irresponsible/Inattentive Fearful/Anxious	2 2
		Category Two Items **Irresponsible/Inattentive**		
4	2.14	put inedible, unhealthy, or even dangerous things in his mouth (e.g., paper, wood, dirt, pins, garbage, etc.)	Aggression/Acting Out	3
4	3.48	chews on inedible things	Aggression/Acting Out	3
7	4.02	bring up other points of view in class so that they may be explored or discussed	None	
7	4.03	ask questions in order to get more information about a subject	None	
7	4.05	raise his hand to answer a question or volunteer information	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
7	4.08	bring things to class that relate to a current topic	None	
4	4.10	do more work than he is assigned (i.e., carries assignments beyond the minimal requirement)	Fearful/Anxious	2
7	4.14	participate actively in classroom discussions	None	
1	6.17	to interact with other students but is not accepted by them due to his/her behavior	Socially Withdrawn	5
			Information/Thought Processing Deficit	1
7	6.34	must have immediate rewards or gratification	None	
7	6.43	engages in excessive or unnecessary body movements (e.g., rocking motions, running)	None	
2	6.50	is preoccupied (as demonstrated by words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school	Aggressive/Acting Out	3
			Fearful/Anxious	2
7	7.03	bring things to class that relate to current topics (e.g., exhibits, collections, articles, etc.)	None	
3	7.06	initiate classroom discussion	Socially Withdrawn	3
			Information/Thought Processing Deficit	1
7	7.19	offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)	None	
7	7.37	likely to know the material when called upon to recite in class	None	
		Category Three Items **Socially Withdrawn**		
7	2.02	have social contact with peers of the opposite sex	None	
7	3.61	seeks company of older, "more experienced" companions	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
7	4.20	engage the teacher in conversation just before or after class (e.g., about subject matter of courses, or mutual interests)	None	
7	4.23	liked by you as a person	None	
7	4.28	responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)	None	
5	6.17	tries to interact with other students but is not accepted by them due to his/her behavior	Irresponsible/Inattentive Information/Thought Processing Deficit	1 1
3	7.06	initiate classroom discussion	Irresponsible/Inattentive Information/Thought Processing Deficit	3 1
7	7.08	seek out the teacher before or after class to talk about school or personal matters	None	
2	7.21	introduce into class discussion personal experiences or things he has heard which relate to what is going on in class	Information/Thought Processing Deficit	5
7	7.39	responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)	None	
		Category Four Items Fearful/Anxious		
7	2.33	seem elated or high in mood?	None	
7	2.56	say that his body is diseased, distorted or that his internal organs are rotted or missing	None	
2	4.10	do more work than he is assigned (i.e., carries assignments beyond the minimal requirement)	Irresponsible/Inattentive	4
7	5.06	perfectionist: meticulous about everything being exactly right	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
2	6.50	is preoccupied (as demonstrated by words pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school	Aggression/Acting Out Irresponsible/Inattentive	3 2
7	7.45	like to be close to teacher (e.g., hug or touch the teacher, sit or stand next to the teacher, etc.)	None	
		Category Five Items **Physiological Deficit**		
7	1.43	complains about physical problems	None	
7	2.68	lacking in muscle tone (e.g., when you feel his muscles they are soft and doughy)	None	
7	2.70	physically weak	None	
7	2.73	poorly coordinated (e.g., clumsy or awkward in gross body movements, or in doing things with hands or fingers, etc.)	None	
7	2.74	prone to tire quickly or have low endurance	None	
		Category Six Items **Information/Thought Processing Deficit**		
7	1.40	learning difficulties	None	
7	2.25	speak in a way that is disconnected, incoherent or not sensible (i.e., disregard speech handicaps and focus on the quality of the thought expressed)	None	
7	2.27	exhibit interest in sex, through action or what he says	None	
7	2.34	use his name rather than the word "I" when referring to himself in conversation (e.g., John went upstairs to get his coat)	None	
7	2.35	substitute, confuse or misuse pronouns in conversation (e.g., use the pronoun "he" when referring to himself, confuse the pronouns "you" and "I", etc.)	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
7	2.45	make up his own words or use common words in such a peculiar way that it is difficult to understand what he means	None	
7	2.59	preoccupied with compulsive acts he recognizes as unreasonable, but cannot stop himself from doing (e.g., touching, counting, certain acts or routines, etc.)	None	
7	2.69	changeable or variable in mood or emotional state	None	
7	3.12	repetitive speech; says same thing over and over	None	
7	3.16	incoherent speech, what is said doesn't make sense	None	
7	3.39	expresses strange, far-fetched ideas	None	
7	3.52	expresses beliefs that are clearly untrue (delusion)	None	
7	3.85	tells imaginary things as though true; unable to tell real from imaginary	None	
7	3.89	repeats what is said to him or her; "parrots" others' speech	None	
7	4.21	come up with original or unique thoughts in class which are unusual, but relevant	None	
7	4.25	effective in applying a new principle he has learned to a new or unfamiliar idea	None	
7	4.30	quick to grasp a new concept that you present in class	None	
7	4.34	effective in making inferences and working out answers for himself, when given the facts	None	
7	4.42	able to sift out the essential from the unessential in what he reads or hears in lecture	None	
7	4.45	prepare homework or project assignments in an interesting and original fashion	None	
7	5.26	repeats one idea, thought, or activity over over and over	None	
7	6.10	demonstrates sudden or dramatic mood changes	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
1	6.17	tries to interact with other students but is not accepted by them due to his/her behavior	Irresponsible/Inattentive	1
			Socially Withdrawn	5
7	6.18	demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)	None	
7	7.04	tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)	None	
1	7.06	initiate classroom discussion	Irresponsible/Inattentive	3
			Socially Withdrawn	3
7	7.10	get the point of what he reads or hears in class	None	
5	7.21	introduce into class discussion personal experiences or things he has heard which relate to what is going on in class	Socially Withdrawn	2
7	7.35	able to apply what he has learned to a new situation	None	

Appendix G

Summary of Frequency of Experts Placing Activity 1 Items by Behavioral Category*

Behavioral Categories	No. of Experts Agreeing on Behavioral Category						
	1	2	3	4	5	6	7
Aggressive/ Acting Out	0	0	3	0	0	0	3
Irresponsible/ Inattentive	1	3	1	1	0	0	10
Socially Withdrawn	0	1	1	0	1	0	7
Fearful/ Anxious	0	2	0	0	0	1	4
Physiological Deficit	0	0	0	0	0	0	5
Information/Thought Processing Deficit	2	0	0	0	1	0	26

*Numbers do no total 62 because of lack of expert agreement

Appendix H

Percent of Respondents and Number of Experts Placing Items in Categories (Activity 2)

Key to Behavior Categories:

A/A Aggressive/Acting Out
I/I Irresponsible/Inattentive
SW Socially Withdrawn
F/A Fearful/Anxious
P/D Physiological Deficit*
I/TPD Information/Thought Processing Deficit*

* New categories established by panel of experts

		Behavior Categories									
		Percent of Respondents Placing Items in Category					No. of Experts Placing Items in Category				
Inst Codes	Item	A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
1.16	Dislikes school	23	8	19	13	35		2	1	1		
1.27	Constantly requires attention	10	27	4	38	21	2	3		1		
2.04	Intentionally tell lies	29	18	3	26	23	6					
2.13	Mechanically repeat what is said to him (i.e., echolalia)	0	18	18	21	44						6
2.19	Display odd facial grimaces, strange postures, or odd movements (e.g., hitting or biting himself, senseless or magical movements of the fingers, arms, legs or head, etc.)	26	3	16	24	31						6
2.24	Rock back and forth while sitting or standing	3	5	26	28	37		4				2
2.32	Express gradiose ideas about himself which are extremely strange (e.g., that he has unusual or fantastic power over others, or things, that he is an extremely important person, etc.)	23	0	15	23	39						6
2.41	Take things that do not belong to him (steal)	51	23	3	0	23	5	1				
2.52	Shut out sounds by lifting his shoulders to cover his ears, or putting his fingers in his ears	13	18	41	15	13			6			
2.67	Unaware of how adults feel toward him	3	28	31	8	31		1				5
2.83	Easily overexcited	33	13	0	23	31						6
2.84	One whose contacts with peers of the opposite sex must be supervised	24	32	3	0	41	6					

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
3.03	Stays out late at night	37	29	0	2	33		6				
3.27	Depressed; always sad	2	0	49	25	25				1		5
3.28	Uncooperative in group situations	47	22	20	2	8	6					
3.29	Passive, suggestible; easily led by others	0	10	29	29	33		3		3		
3.30	Hyperactive; "always on the go"	37	25	0	16	22					6	
3.36	Drowsy; not "wide awake"	0	41	31	4	25					6	
3.41	Sulks and pouts	33	6	27	10	25	6					
3.44	Answers without stopping to think	8	47	0	20	25		6				
3.47	Impulsive; starts before understanding what to do; doesn't stop and think	22	45	0	18	14		6				
3.60	Cheats	37	20	0	22	20	6					
3.67	Acts like he or she were much younger; immature, "childish"	8	37	31	8	16		4		2		
3.69	Will lie to protect his friends	39	4	4	20	33	6					
3.77	Cannot stand to wait; wants everything right now	39	18	0	29	14		6				
3.79	Blames others; denies own mistakes	41	22	2	18	14		6				
4.04	Complain that the work is too hard	13	23	4	40	21	3	3				
4.29	A compulsive talker (i.e., can't refrain from talking to classmates)	36	21	4	11	28	5	1				
4.32	Swayed by the opinions of his peers in his class	2	8	26	36	26		3		3		
5.01	Complains about others' unfairness and/or discrimination towards him	30	19	13	23	15		4	1	1		
5.02	Is listless and continually tired	4	26	26	8	36					6	
5.05	Comments that no one understands him	9	6	25	38	23				6		
5.07	Will destroy or take apart something he has made rather than show it or ask to have it displayed	32	8	25	26	9				6		

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
5.12	Distorts the truth by making statements contrary to fact	30	23	0	19	28	6					
5.38	Must have approval for tasks attempted or completed	9	9	13	47	21		2		4		
6.06	Fails to demonstrate a sense of humor when	0	7	40	25	28						6
6.16	Continues to engage in a behavior when it is no longer appropriate (e.g., fails to adapt or modify behavior to different situations)	20	30	10	5	35	5					1
6.22	Blames other persons or materials for own failure or difficulty	22	40	2	17	20		6				
6.23	Physically runs away from personal or school experiences	28	7	28	27	10				6		
6.33	Refuses to share or allow others to participate	38	12	27	2	22	6					
6.46	Seeks excessive physical attention from others	22	7	7	32	33	6					
7.02	Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)	17	35	0	26	22	2	2		2		
7.27	Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)	2	28	0	35	33						6
7.30	Quickly drawn into the talking or noisemaking of others (i.e., stops work to listen in or join in	28	46	2	2	22		6				
7.34	Prone to blame the teacher, the test, or external circumstances when things don't go well	33	26	0	26	15		6				
7.38	Quick to say work assigned is too hard (e.g., "you expect too much", "I can't get it," etc.)	24	28	0	30	15		6				
7.42	Swayed by the opinion of his peers	2	20	17	22	39		4		2		

Appendix I

Frequency of Experts Placing Activity 2 Items by Behavioral Category

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected	
			Categories	No. of Experts
		Category One Items **Aggressive/Acting Out**		
2	1.27	constantly requires attention	Irresponsible/Inattentive Fearful/Anxious	3 1
6	2.04	intentionally tell lies	None	
5	2.41	take things that do not belong to him (steal)	Irresponsible/Inattentive	1
6	2.84	one whose contacts with peers of the opposite sex must be supervised	None	
6	3.28	uncooperative in group situations	None	
6	3.41	sulks and pouts	None	
6	3.60	cheats	None	
6	3.69	will lie to protect his friends	None	
3	4.04	complain that the work is too hard	Irresponsible/Inattentive	3
5	4.29	a compulsive talker (i.e., can't refrain from talking to classmates)	Irresponsible/Inattentive	1
6	5.12	distorts the truth by making statements contrary to fact	None	
5	6.16	continues to engage in a behavior when it is no longer appropriate (e.g., fails to adapt or modify behavior to different situations)	Information/Thought Processing Deficit	1
6	6.33	refuses to share or allow others to participate	None	
6	6.46	seeks excessive physical attention from others	None	
2	7.02	say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)	Irresponsible/Inattentive Fearful/Anxious	2 2

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected Categories	No. of Experts
		Category Two Items **Irresponsible/Inattentive**		
2	1.16	dislikes school	Socially Withdrawn Fearful/Anxious	1 1
3	1.27	constantly requires attention	Aggressive/Acting Out Fearful/Anxious	2 1
4	2.24	rock back and forth while sitting or standing	Information Thought Processing Deficit	2
1	2.41	take things that do not belong to him (steal)	Aggressive/Acting Out	5
1	2.67	unaware of how adults feel toward him	Information/Thought Processing Deficit	5
6	3.03	stays out late at night	None	
3	3.29	passive suggestible; easily led by others	Fearful/Anxious	3
6	3.44	answers without stopping to think	None	
6	3.47	impulsive; starts before understanding what to do; doesn't stop & think	None	
4	3.67	acts like he or she were much younger; immature "childish"	Fearful/Anxious	2
6	3.77	cannot stand to wait; wants everything right now	None	
6	3.79	blames others; denies own mistakes	None	
3	4.04	complain that the work is too hard	Aggressive/Acting Out	3
1	4.29	a compulsive talker (i.e., can't refrain from talking to classmates)	Aggressive/Acting Out	5
3	4.32	swayed by the opinions of his peers in his class	Fearful/Anxious	3
4	5.01	complains about others' unfairness and/or discrimination towards him	Socially Withdrawn Fearful/Anxious	1 1

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected Categories	No. of Experts
6	6.22	blames other persons or materials for own failure or difficulty	None	
2	7.02	say that the teacher doesn't help him enough (i.e. won't show him how to do things or answer his questions)	Aggressive/Acting Out Fearful/Anxious	2 2
6	7.30	quickly drawn into the talking or noisemaking of others (i.e., stops work to listen in or join in)	None	
6	7.34	prone to blame the teacher, the test, or external circumstance when things don't go well	None	
6	7.38	quick to say work assigned is too hard (e.g. "you expect too much", "I can't get it", etc.)	None	
4	7.42	swayed by the opinion of his peers	Fearful/Anxious	2
		Category Three Items **Socially Withdrawn**		
1	1.16	dislikes school	Irresponsible/Inattentive Fearful/Anxious	2 1
6	2.52	shut out sounds by lifting shoulders to cover his ears, or putting fingers in his ears	None	
1	5.01	complains about others' unfairness and/or discrimination towards him	Irresponsible/Inattentive Fearful/Anxious	4 1
		Category Four Items **Fearful/Anxious**		
1	1.16	dislikes school	Irresponsible/Inattentive Socially Withdrawn	2 1
1	1.27	constantly requires attention	Aggressive/Acting Out Irresponsible/Inattentive	2 3
1	3.27	depressed; always sad	Information/Thought Processing Deficit	5
3	3.29	passive, suggestible; easily led by others	Irresponsible/Inattentive	3

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected Categories	No. of Experts
2	3.67	acts like he or she were much younger; immature "childish"	Irresponsible/Inattentive	4
3	4.32	swayed by the opinions of his peers in his class	Irresponsible/Inattentive	3
1	5.01	complains about others' unfairness and/or discrimination towards him	Irresponsible/Inattentive Socially Withdrawn Fearful/Anxious	4 1 1
6	5.05	comments that no one understands him	None	
6	5.07	will destroy or take apart something he has made rather than show it or ask to have it displayed	None	
4	5.38	must have approval for tasks attempted or completed	Irresponsible/Inattentive	2
6	6.23	physically runs away from personal or school experiences	None	
2	7.02	say that the teacher doesn't help him enough (i.e. won't show him how to do things, or answer his questions)	Aggressive/Acting Out Irresponsible/Inattentive	2 2
2	7.42	swayed by the opinion of his peers	Irresponsible/Inattentive	4
		Category Five Items **Physiological Deficit**		
6	3.30	hyperactive; "always on the go"	None	
6	3.36	drowsy; not "wide awake"	None	
6	5.02	is listless and continually tired	None	
		Category Six Items **Information/Thought Processing Deficit**		
6	2.13	mechanically repeat what is said to him (i.e. echolalia)	None	
6	2.19	display odd facial grimaces, strange postures, or odd movements (e.g., hitting or biting himself, senseless or magical movements of the fingers, arms, legs or head, etc.)	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected	
			Categories	No of Experts
2	2.24	rock back and forth while sitting or standing	Irresponsible/Inattentive	4
6	2.32	express grandiose ideas about himself which are extremely strange (e.g., that he has unusual or fantastic power over others, or things, that he is an extremely important person, etc.)	None	
5	2.67	unaware of how adults feel toward him	Irresponsible/Inattentive	1
6	2.83	easily overexcited	None	
5	3.27	depressed; always sad	Fearful/Anxious	1
6	6.06	fails to demonstrate a sense of humor when appropriate (e.g., smiling or laughing)	None	
1	6.16	continues to engage in a behavior when it is no longer appropriate (e.g., fails to adapt or modify behavior to different situations)	Aggressive/Acting Out	5
6	7.27	unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)	None	

Appendix J

Summary of Frequency of Experts Placing Activity 2 Items by Behavioral Category

Behavioral Categories	No. of Experts Agreeing on Behavioral Category					
	1	2	3	4	5	6
Aggressive/ Acting Out	0	2	1	0	3	9
Irresponsible/ Inattentive	3	2	4	4	0	9
Socially Withdrawn	2	0	0	0	0	1
Fearful/ Anxious	4	3	2	1	0	3
Physiological Deficit	0	0	0	0	0	3
Information/Thought Processing Deficit	1	1	0	0	2	6

Appendix K

Percent of Respondents and Number of Experts Placing Items in Categories (Activity 3)

Key to Behavior Categories:

A/A Aggressive/Acting Out
F/A Fearful/Anxious
I/I Irresponsible/Inattentive
P/D Physiological Deficit*
SW Socially Withdrawn
I/TPD Information/Thought Processing Deficit*

* New categories established by panel of experts

		Behavior Categories										
		Percent of Respondents Placing Items in Category					No. of Experts Placing Items in Category					
Inst Codes	Item	A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
1.14	Follows	2	13	21	21	44			5	1		
1.17	Active	40	13	0	4	44			6			
1.35	Sad Expression	0	2	21	33	44				6		
4.39	Prone to want quick, "black" or "white" answers to questions	23	8	2	23	43						6
5.22	Has enuresis (wets bed)	2	2	0	53	43					6	
5.23	Utters nonsense syllables and/or babbles to himself	4	13	38	4	42						6
5.31	Has rapid mood shifts; depressed one moment, manic the next	17	2	0	36	45						6
6.04	Fails classroom tests or quizzes	0	43	5	5	47		4				2
6.14	Engages in inappropriate sexually-related behavior	45	3	2	7	43	6					
6.15	Complains of physical discomfort (e.g., headaches, stomach aches, minor injuries)	0	0	2	53	45					6	
6.26	Deliberately makes false statements	42	15	0	3	40	6					
6.27	Performs daily academic tasks or homework at a failing level	2	38	7	5	48						6
6.47	Demonstrates involuntary physical reactions (e.g., shaking, twitching, etc.) in response to personal or school experiences	8	2	7	37	47				6		

Appendix L

Frequency of Experts Placing Activity 3 Items by Behavioral Category

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
		Category One Items **Aggressive/Acting Out**		
6	6.14	engages in inappropriate sexually-related behavior	None	
6	6.26	deliberately makes false statements	None	
		Category Two Items **Irresponsible/Inattentive**		
4	6.04	fails classroom tests or quizzes	Information/Thought Processing Deficit	2
		Category Three Items **Socially Withdrawn**		
5	1.14	follows	Fearful/Anxious	1
6	1.17	active	None	
		Category Four Items **Fearful/Anxious**		
1	1.14	follows	Socially Withdrawn	5
6	1.35	sad expression	None	
6	6.47	demonstrates involuntary physical reactions (e.g., shaking, twitching, etc.) in response to personal or school experiences	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
		Category Five Items **Physiological Deficit**		
6	5.22	has enuresis (wets bed)	None	
6	6.15	complains of physical discomfort (e.g., headaches, stomach aches, minor injuries)	None	
		Category Six Items **Information/Thought Processing Deficit**		
6	4.39	prone to want quick, "black" or "white" answers to questions	None	
6	5.23	utters nonsense syllables and/or babbles to himself	None	
6	5.31	has rapid mood shifts; depressed one moment, manic the next	None	
6	6.27	performs daily academic tasks or homework at a failing level	None	
2	6.04	fails classroom tests or quizzes	Irresponsible/Inattentive	4

Appendix M

Summary of Frequency of Experts Placing Activity 3 Items by Behavioral Category

	No. of Experts Agreeing on Behavioral Category					
Behavioral Categories	1	2	3	4	5	6
Aggressive/ Acting Out	0	0	0	0	0	2
Irresponsible/ Inattentive	0	0	0	1	0	0
Socially Withdrawn	0	0	0	0	1	1
Fearful/ Anxious	1	0	0	0	0	2
Physiological Deficit	0	0	0	0	0	2
Information/Thought Processing Deficit	0	1	0	0	0	4

Appendix N

Frequency of Experts Placing Activity 4 Items by Behavioral Category

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
		Category One Items **Aggressive/Acting Out**		
2	1.36	hostile to new ideas	Fearful/Anxious	4
6	1.37	abuses self	None	
6	2.05	wear clothes that are provocative (e.g., short skirts and/or tight sweaters for girls; tight trousers and/or open shirts for boys	None	
6	2.10	cheat (e.g., in games, or sports)	None	
3	2.17	get easily upset by peers (e.g., when pushed, teased, etc.) (by peers is meant youngsters his own age, excluding brothers and sisters)	Fearful/Anxious	3
6	2.18	resist or refuse doing what is asked of him or display a negative attitude	None	
6	2.38	resent being told what to do	None	
6	2.48	get very upset or overemotional if things don't go his way	None	
6	2.51	insist on doing things his way	None	
2	2.61	impatient and unable to wait for things	Irresponsible/Inattentive	4
6	2.71	sneaky or underhanded in much of what he does	None	
6	2.77	preoccupied with cosmetics (e.g., eye shadow, rouge; after shave, lotion, hair tonic, etc.)	None	
3	2.82	talkative	Irresponsible/Inattentive Socially Withdrawn	2 2
6	3.46	uses drugs in company with others	None	
6	3.59	is part of a group that rejects school activities such as team sports, clubs, projects to help others	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
2	3.74	does not respond to praise from adults	Socially Withdrawn	3
			Fearful/Anxious	2
3	4.41	not receptive to others' opinions (e.g., doesn't "listen", interrupts others, etc.)	Irresponsible/Inattentive	3
3	5.03	does not conform to limits on his own without control from others	Irresponsible/Inattentive	3
6	5.21	habitually rejects the school experience through actions or comments	None	
2	6.48	responds inappropriately to constructive criticism or comments from others	Irresponsible/Inattentive	4
			Fearful/Anxious	1
3	7.14	tells stories which are exaggerated and untruthful	Information/Thought Processing Deficit	3
3	7.25	complains teacher never calls on him (e.g., that teacher calls on others first, etc.)	Irresponsible/Inattentive	3
		Category Two Items **Irresponsible/Inattentive**		
6	1.31	unmotivated	None	
6	2.12	daydream	None	
5	2.61	impatient and unable to wait for things	Aggression/Acting Out	1
6	2.76	unpredictable in his behavior	None	
2	2.82	talkative	Aggression/Acting Out	3
			Socially Withdrawn	2
3	3.18	loyal to delinquent friends	Information/Thought Processing Deficit	3
6	3.24	has "bad" companions,ones who are always in some kind of trouble	None	
3	3.56	slow and not accurate in doing things	Physiological Deficit	3
6	4.11	express the feeling that too much work has been assigned	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
6	4.31	prone to want the teacher to do all the work for him or make things easy for him	None	
3	4.41	not receptive to others' opinions (e.g., doesn't "listen," interrupts others, etc.)	Aggression/Acting Out	
3	5.03	does not conform to limits on his own without control from others	Aggression/Acting Out	3
3	5.13	underachieving: performs below his demonstrated ability level	Information/Thought Processing Deficit	3
3	6.38	talks at inappropriate times or makes irrevelant comments	Information/Thought Processing Deficit	3
4	6.40	responds inappropriately to praise or recognition	Socially Withdrawn	2
6	6.42	demonstrates difficulty or reluctance in beginning tasks	None	
4	6.48	responds inappropriately to constructive criticsm or comments from others	Aggression/Acting Out Fearful/Anxious	2 1
3	7.25	complain teacher never calls on him (e.g., that teacher calls on others first, etc.)	Aggression/Acting Out	3
3	7.26	make irrelevant remarks during a class discussion	Information/Thought Processing Deficit	3
3	7.29	reliant upon the teacher for directions and to be told how to do things or proceed in class	Fearful/Anxious	3
3	7.40	likely to quit or give up when something is difficult or demands more than usual effort	Fearful/Anxious	3
6	7.41	slow to complete his work (i.e., has to be prodded, takes excessive time)	None	
		Category Three Items **Socially Withdrawn**		
6	1.09	dislikes classmates	None	
5	2.72	bossed or dominated by peers	Fearful/Anxious	2
6	2.79	a fringe participant in peer social activities	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
2	2.82	talkative	Aggression/Acting Out	3
			Irresponsible/Inattentive	2
6	3.62	knows what's going on but is listless and uninterested	None	
3	3.74	does not respond to praise from adults	Aggression/Acting Out	2
			Fearful/Anxious	2
6	5.25	comments that nobody likes him	None	
2	5.34	expresses concern about being lonely, unhappy	Fearful/Anxious	4
2	6.40	responds inappropriately to praise or recognition from other students or teachers	Irresponsible/Inattentive	4

Category Four Items
Fearful/Anxious

6	1.13	timid	None	
4	1.36	hostile to new ideas	Aggression/Acting Out	2
6	2.06	seek out adults for attention		
3	2.17	get easily upset by peers (e.g., when pushed, teased, etc.) (by peers is meant youngsters his own age, excluding brothers and sisters)	Aggression/Acting Out	3
6	2.39	seek out adult approval and praise for what he has done	None	
6	2.43	talk rapidly or hurriedly	None	
6	2.50	seek out adult help in doing things	None	
2	2.72	bossed or dominated by peers	Socially Withdrawn	5
6	3.06	feels inferior	None	
6	3.53	says nobody loves him or her	None	
6	3.63	resists leaving mother's (or other caretaker's) side	None	
2	3.74	does not respond to praise from adults	Aggression/Acting Out	2
			Socially Withdrawn	3

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected Categories	No. of Experts
6	4.27	reliant upon the teacher for directions and to be told how to do things or proceed in class	None	
5	5.34	expresses concern about being lonely, unhappy	Socially Withdrawn	2
1	6.48	responds inappropriately to constructive criticism or comments from others	Aggression/Acting Out Irresponsible/Inattentive	2
3	7.29	reliant upon the teacher for directions and to be told how to do things or proceed in class	Irresponsible/Inattentive	3
3	7.40	likely to quit or give upn when something is difficult or demands more than usual effort	Irresponsible/Inattentive	3
		Category Five Items **Physiological Deficit**		
6	2.31	appear overactive and constantly moving about	None	
6	2.47	do everything with boundless energy	None	
6	3.01	restless; unable to sit still	None	
6	3.35	sluggish, slow moving, lethargic	None	
3	3.56	slow and not accurate in doing things	Irresponsible/Inattentive	3
6	3.82	squirms, fidgets	None	
6	5.10	is overactive, restless, and/or continually shifting body positions	None	
		Category Six Items **Information/Thought Processing Deficit**		
6	1.42	appears bewildered	None	
6	2.11	mechanically repeat certain words or phrases in a meaningless way	None	
6	2.16	look puzzled or confused by things happening around him	None	

No. of Experts	Inst Code	BEHAVIOR ITEMS	Other Categories Selected: Categories	No. of Experts
6	2.29	walk around oblivious to what is going on around him (e.g., seem wrapped up in his own thoughts)	None	
6	2.30	express the beliefs that others influence or control his thoughts (even though this isn't true)	None	
6	2.37	report hearing voices or other hallucinations	None	
6	2.42	tell you things from his imagination as though they were really true	None	
6	2.53	have a blank stare or far away look in his eyes	None	
6	2.57	say that certain external forces (e.g., machines, electronic devices) are influencing or controlling his behavior and thinking	None	
3	3.18	loyal to delinquent friends	Irresponsible/Inattentive	3
3	5.13	underachieving: performs below his demonstrated ability level	Irresponsible/Inattentive	3
6	5.16	makes distrustful or suspicious remarks about actions of others toward him	None	
3	6.38	talks at inappropriate times or makes irrelevant comments	Irresponsible/Inattentive	3
6	6.49	engages in self-stimulating behavior (e.g., hair-twisting, nail biting, twirling objects, etc.)	None	
3	7.14	tell stories which are exaggerated and untruthful	Aggression/Acting Out	3
3	7.26	make irrelevant remarks during a class discussion	Irresponsible/Inattentive	3

Appendix O

Summary of Frequency of Experts Placing Activity 4 Items by Behavioral Category

Behavioral Categories	No. of Experts Agreeing on Behavioral Category					
	1	2	3	4	5	6
Aggressive/ Acting Out	0	4	6	0	0	12
Irresponsible/ Inattentive	0	1	5	2	1	8
Socially Withdrawn	0	4	0	0	1	4
Fearful/ Anxious	1	2	1	1	2	9
Physiological Deficit	0	0	0	1	0	6
Information/Thought Processing Deficit	0	0	2	0	0	11

Appendix P

Percent of Respondents and Number of Experts Placing Items in Categories (Activity 4)

Key to Behavior Categories:

A/A Aggressive/Acting Out
I/I Irresponsible/Inattentive
SW Socially Withdrawn
F/A Fearful/Anxious
P/D Physiological Deficit*
I/TPD Information/Thought Processing Deficit*

* New categories established by panel of experts

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
1.09	Dislikes classmates	25	2	42	15	17			6			
1.13	Timid	13	2	46	31	8				6		
1.31	Unmotivated	0	38	17	15	31		6				
1.36	Hostile to new ideas	38	17	2	29	15	2			4		
1.37	Abuses self	42	0	4	17	37	6					
1.42	Appears bewildered	0	21	17	33	29						6
2.05	Wear clothes that are provocative (e.g., short skirts and/or tight sweaters for girls; tight trousers and/or open shirts for boys	48	8	5	8	31	6					
2.06	Seek out adults for attention	8	8	15	36	33				6		
2.10	Cheat (e.g., in games, or sports)	35	31	0	15	18	6					
2.11	Mechanically repeat certain words or phrases in a meaningless way	3	11	16	26	45						6
2.12	Daydream	0	49	28	8	16		6				
2.16	Look puzzled or confused by things happening around him	0	28	18	44	10						6
2.17	Get easily upset by peers (e.g., when pushed, teased, etc.)(by peers is meant youngsters his own age, excluding brothers and sisters)	23	5	18	49	5	3			3		

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
2.18	Resist or refuse doing what is asked of him, or display a negative attitude	44	23	10	10	13	6					
2.29	Walk around oblivious to what is going on around him (e.g., seem wrapped up in his own thoughts)	3	28	56	5	8						6
2.30	Express the beliefs that others influence or control his thoughts (even though this isn't true)	3	29	3	47	18						6
2.31	Appear overactive and constantly moving about	33	21	3	28	15					6	
2.37	Report hearing voices or other hallucinations	3	0	13	41	44						6
2.38	Resent being told what to do	51	23	8	3	15	6					
2.39	Seek out adult approval and praise for what he has done	3	5	15	39	39				6		
2.42	Tell you things from his imagination as though they were really true	10	8	18	23	41						6
2.43	Talk rapidly or hurriedly	0	5	3	56	36				6		
2.47	Do everything with boundless energy	39	8	3	13	38					6	
2.48	Get very upset or overemotional if things don't go his way	41	8	8	36	8	6					
2.50	Seek out adult help in doing things	0	10	10	39	41				6		
2.51	Insist on doing things his way	39	21	13	5	23	6					
2.53	Have a blank star or far away look in his eyes	0	31	44	15	10						6
2.57	Say that certain external forces (e.g., machines, electronic devices) are influencing his behavior and thinking	5	5	10	41	39						6
2.61	Impatient and unable to wait for things	26	21	0	39	15	1	5				
2.71	Sneaky or underhanded in much of what he does	54	10	3	10	23	6					
2.72	Bossed or dominated by peers	8	0	49	26	18			5	2		
2.76	Unpredictable in his behavior	18	36	8	3	36		6				

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
2.77	Preoccupied with cosmetics (e.g., eye shadow, rouge; after shave, lotion, hair tonic, etc.)	10	21	3	10	56	6					
2.79	A fringe participant in peer social activities	0	5	56	15	23			6			
2.82	Talkative	33	18	0	10	39	3	2	2			
3.01	Restless; unable to sit still	6	47	0	35	12					6	
3.06	Feels inferior	0	0	49	43	6				6		
3.18	Loyal to delinquent friends	41	4	4	14	37		3				3
3.24	Has "bad" companions, ones who are always in some kind of trouble	43	8	6	4	39		6				
3.35	Sluggish, slow moving, lethargic	0	18	35	10	37					6	
3.46	Uses drugs in company with others	45	10	4	12	29	6					
3.53	Says nobody loves him or her	2	4	39	35	20				6		
3.56	Slow and not accurate in doing things	0	41	16	14	29		3			3	
3.59	Is part of a group that rejects school activities such as team sports, clubs, projects to help others	43	8	14	2	33	6					
3.62	Knows what's going on but is listless and uninterested	0	43	33	10	14			6			
3.63	Resists leaving mother's (or other caretaker's) side	0	2	37	49	12				6		
3.74	Does not respond to praise from adults	6	6	43	8	37	2		3	2		
3.82	Squirms, fidgets	8	41	2	39	10					6	
4.11	Express the feeling that too much work has been assigned	19	25	2	38	17		6				
4.27	Reliant upon the teacher for directions and to be told how to do things or proceed in class	2	26	17	42	13				6		

		Behavior Categories										
		Percent of Respondents Placing Items in Category					No. of Experts Placing Items in Category					
Inst Codes	Item	A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
4.31	Prone to want the teacher to do all the work for him, or make things easy for him	2	42	8	32	17		6				
4.41	Not receptive to others' opinions (e.g., doesn't "listen," interrupts others, etc.)	38	43	9	2	6	3	3				
5.03	Does not conform to limits on his own without control from others	43	26	4	9	17	3	3				
5.10	Is overactive, restless, and/or continually shifting body positions	21	49	0	17	13					6	
5.13	Underachieving: performs below his demonstrated ability level	11	32	11	8	34	3					3
5.16	Makes distrustful or suspicious remarks about actions of others toward him	22	4	11	47	15						6
5.21	Habitually rejects the school experience through actions or comments	38	13	17	23	9	6					
5.25	Comments that nobody likes him	11	6	28	36	19			6			
5.34	Expresses concern about being lonely, unhappy	4	2	36	43	13			2	5		
6.38	Talks at inappropriate times or makes irrelevant comments	42	42	3	2	12		3				3
6.40	Responds inappropriately to praise or recognition from other students or teachers	12	10	37	8	33		4	2			
6.42	Demonstrates difficulty or reluctance in beginning tasks	0	15	7	48	30		6				
6.48	Responds inappropriately to constructive criticism or comments from others	25	18	12	13	32	2	4		1		
6.49	Engages in self-stimulating behavior (e.g., hair twisting, nail biting, twirling objects, etc.)	13	3	5	40	38						6
7.14	Tell stories which are exaggerated & untruthful	33	17	0	17	33	3					3
7.25	Complain teacher never calls on him (e.g., that teacher calls on others first, etc.)	28	9	2	20	39	3	3				

Inst Codes	Item	Behavior Categories: Percent of Respondents Placing Items in Category					Behavior Categories: No. of Experts Placing Items in Category					
		A/A	I/I	S/W	F/A	Other	A/A	I/I	S/W	F/A	PD	I/TPD
7.26	Make irrelevant remarks during a classroom discussion	46	37	2	4	11		3				3
7.29	Reliant upon the teacher for directions and to be told how to do things or proceed in class	0	33	9	39	20		3		3		
7.40	Likely to quit or give up when something is difficult or demands more than usual effort	0	33	9	44	15		3		3		
7.41	Slow to complete his work (i.e., has to be	0	48	13	13	26		6				